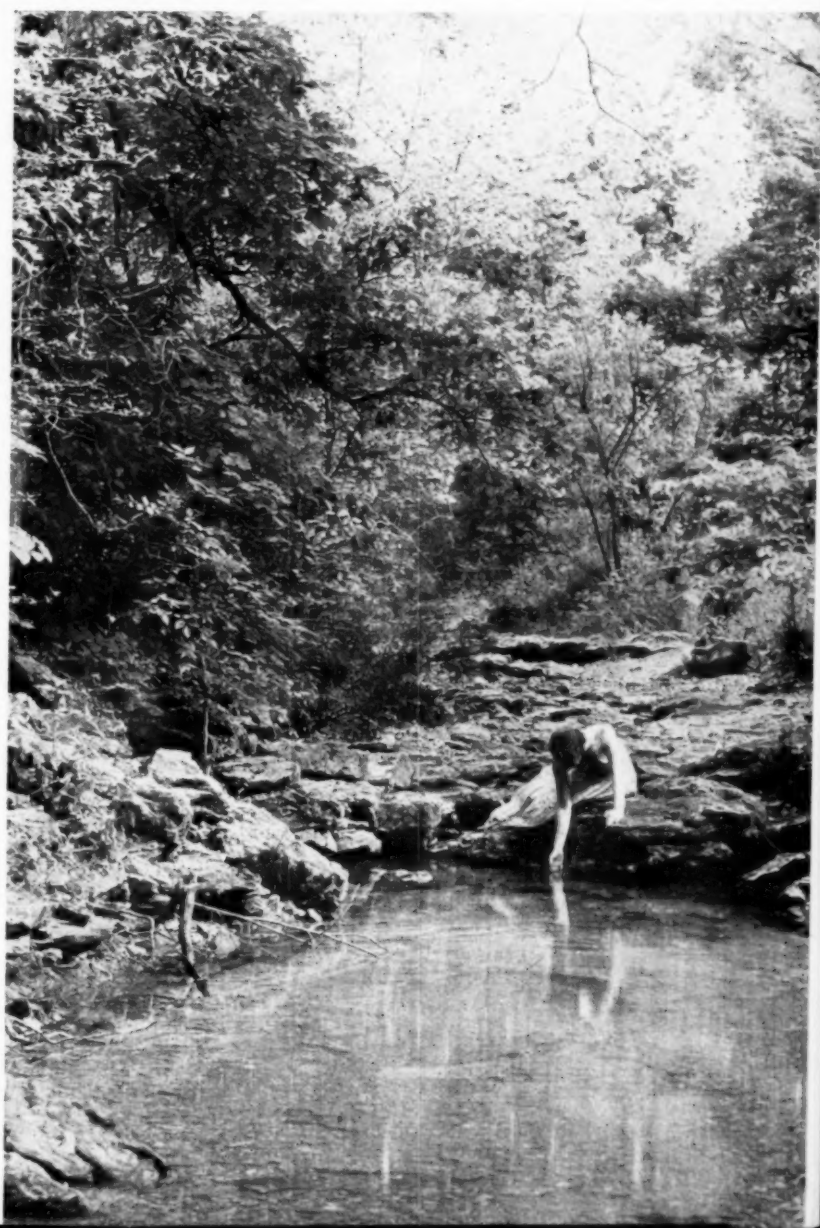


SCHOOL AND COMMUNITY

VOL. XXI No. 5

MAY, 1935

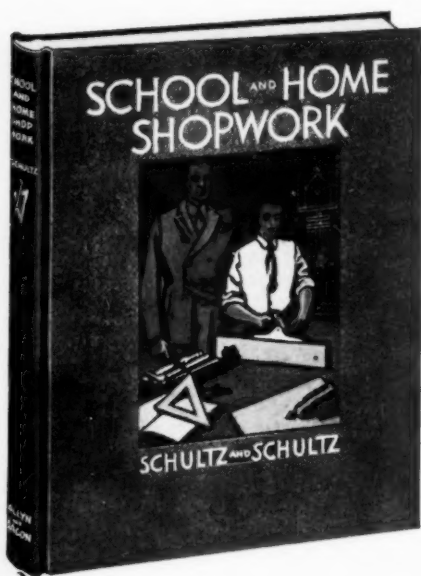
Missouri State
Teachers Association
Columbia, Mo.



SHOPWORK ENRICHES EDUCATION

The new era in education aims, above all else, to train all of our youth to meet effectively the problems of everyday life.

A broad outlook is an important asset in meeting life's problems, and shopwork, as much as any subject in the curriculum, broadens the outlook of young folk since it shows them vividly the problems that confront the many in the world who perform manual work of some kind.



Whether the pupil is to be a lawyer, a doctor, a merchant, a banker, shopwork is of the greatest use to him in broadening his outlook and giving him a better understanding of his fellowmen.

Not only is personal proficiency in manual skills an asset to every citizen; he should have a knowledge of manual work if he is to have the broad understanding necessary to meet the world's problems.

No better contribution has come from the new education than this emphasis of the need of equipping youth with a knowledge and skill for manual tasks.

Like the academic subjects, shopwork enriches the intellect, but it also does more. It trains the hand for the manual tasks that are a part of every homemaker's life.

No subject in the new education has met with a more cordial response than shopwork from the pupils themselves and from their parents.

Allyn and Bacon

Boston
Atlanta

New York
San Francisco

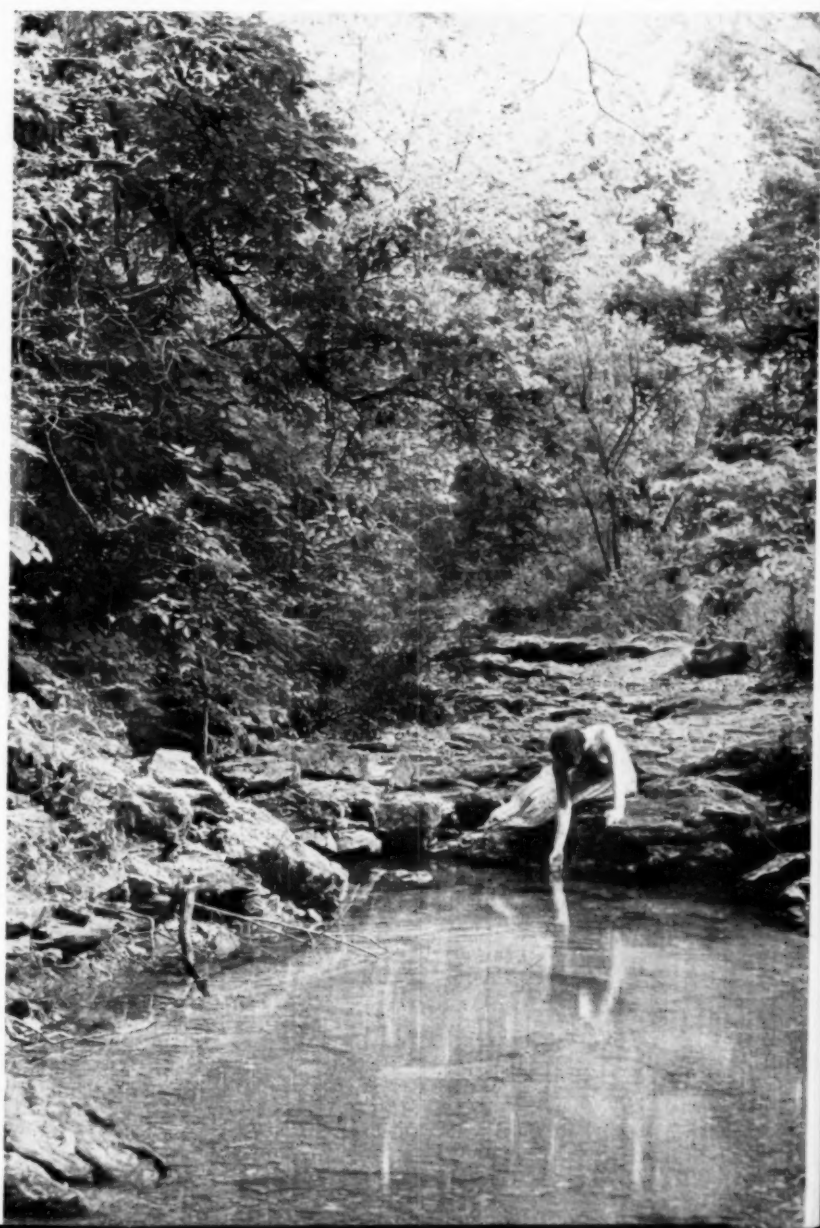
Chicago
Dallas

SCHOOL AND COMMUNITY

VOL. XXI No. 5

MAY, 1935

Missouri State
Teachers Association
Columbia, Mo.



"UT PORTABLE APARTMENTS, TOO!"



8 weeks of **ROMANTIC TRAVEL**
ON AN **8000 MILE CAMPUS**
3 or more HRS. COLLEGE CREDIT!



Go EAST or WEST
CANADA



ATTEND THE N.E.A. AT DENVER

Meals, Lodging, Transportation from your state, Side-trips, Tuition, Fees only—
SHORT TOUR \$135 up.
 Late June to middle of August.

\$175
TERMS TO FIT YOUR BUDGET

UNIVERSITY of TOURS Inc.
 America's Largest Travel School
 Oklahoma City, Okla.

UNIVERSITY OF TOURS, Oklahoma City, Okla.
 Please send me FREE "Memory Album," list of college affiliations, credit courses, and information on
☐ Western tour; ☐ Eastern tour; ☐ Mexican tour
 Name
 Address
 City State

Several FREE TOURS
write for details
and FREE book



LET YOUR TEACHERS ASSOCIATION THROUGH ITS PUPILS READING CIRCLE FURNISH YOUR BOOKS—

Reference, supplementary and texts.

One superintendent writes:

"We have a sum of money to expend for library purchases, and it is most desirable that we find a sales house which handles a number of publications to prevent our making so many different orders."

The Pupils Reading Circle, an activity of the Missouri State Teachers Association, can supply books from more than fifty different publishers and can fill your order promptly and accurately with only strictly new books.

Write for free order blank—catalog.

E. M. CARTER, Secy., M. S. T. A.
 Teachers Building
 Columbia, Mo.

1935
SUMMER SESSION
UNIVERSITY OF MISSOURI

June 10-August 2

CALENDAR

Registration	Monday, June 10
Class Work Begins	7 A. M. Tuesday, June 11
Independence Day, Holiday	Thursday, July 4
Summer Session Men's and Women's Dinners	Thursday, July 11
Baccalaureate Service	Sunday, July 28
Class Work Closes	4 P. M. Friday, August 2
Commencement	8 P. M. Friday, August 2

Undergraduate and Graduate Courses

in the

College of Agriculture College of Arts and Science
 School of Business and Public Administration
 School of Education College of Fine Arts
 School of Journalism
 School of Medicine

GRADUATE SCHOOL

Special provision has been made for an extensive program of graduate courses. More students enroll in graduate work than in any undergraduate division. The session is largely planned for advanced students.

DEGREES

Work is offered leading to various undergraduate degrees and also to the graduate degrees Master of Arts and Doctor of Philosophy.

If you desire further information or wish to have a complete Summer Session Announcement, write to:

Dean Theo. W. H. Irion,
 Director of the Summer Session,
 101 Jesse Hall,
 Columbia, Missouri

"UT PORTABLE APARTMENTS, TOO!"



8 weeks of
ON AN
ROMANTIC TRAVEL
8000 MILE CAMPUS
3 or more HRS. COLLEGE CREDIT!



Go EAST or WEST
CANADA



ATTEND THE N.E.A. AT DENVER

Meals, Lodging, Transportation from your state, Side-trips, Tuition, Fees only—
SHORT TOUR \$135 up.
Late June to middle of August.

\$175
TERMS TO FIT YOUR BUDGET

UNIVERSITY of TOURS Inc.
Oklahoma City, Okla.

America's Largest Travel School

UNIVERSITY OF TOURS, Oklahoma City, Okla.
Please send me FREE "Memory Album," list of college affiliations, credit courses, and information on
☐ Western tour; ☐ Eastern tour; ☐ Mexican tour
Name
Address
City State

Several **FREE TOURS**
write for details and FREE book



LET YOUR TEACHERS ASSOCIATION THROUGH ITS PUPILS READING CIRCLE FURNISH YOUR BOOKS—

Reference, supplementary and texts.

One superintendent writes:

"We have a sum of money to expend for library purchases, and it is most desirable that we find a sales house which handles a number of publications to prevent our making so many different orders."

The Pupils Reading Circle, an activity of the Missouri State Teachers Association, can supply books from more than fifty different publishers and can fill your order promptly and accurately with only strictly new books.

Write for free order blank—catalog.

E. M. CARTER, Secy., M. S. T. A.
Teachers Building
Columbia, Mo.

1935
SUMMER SESSION
UNIVERSITY OF MISSOURI

June 10-August 2

CALENDAR

Registration	Monday, June 10
Class Work Begins	7 A. M. Tuesday, June 11
Independence Day, Holiday	Thursday, July 4
Summer Session Men's and Women's Dinners	Thursday, July 11
Baccalaureate Service	Sunday, July 28
Class Work Closes	4 P. M. Friday, August 2
Commencement	8 P. M. Friday, August 2

Undergraduate and Graduate Courses

in the

College of Agriculture College of Arts and Science
 School of Business and Public Administration
 School of Education College of Fine Arts
 School of Journalism
 School of Medicine

GRADUATE SCHOOL

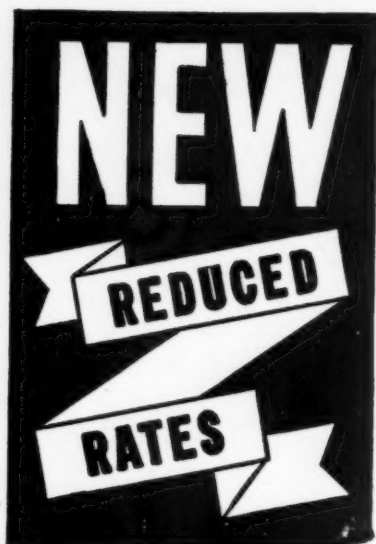
Special provision has been made for an extensive program of graduate courses. More students enroll in graduate work than in any undergraduate division. The session is largely planned for advanced students.

DEGREES

Work is offered leading to various undergraduate degrees and also to the graduate degrees Master of Arts and Doctor of Philosophy.

If you desire further information or wish to have a complete Summer Session Announcement, write to:

Dean Theo. W. H. Irion,
 Director of the Summer Session,
 101 Jesse Hall,
 Columbia, Missouri



on \$50 to \$300 LOANS (By Mail) TO TEACHERS

New Reduced Rates - - No Payments
On Principal During Vacation - -
Entirely By MAIL

Here is good news for the teaching profession. Not only does this 38 year old Company offer a convenient and confidential service on loans of \$50.00 to \$300.00 . . but it has reduced the cost of loans almost as much as ONE-THIRD.

Just think of being able to BORROW from \$50.00 to \$300.00 entirely BY MAIL . . on YOUR own signature . . without a personal interview . . without the knowledge of your school board, your friends or relatives.

Could You Use \$50 to \$300?

Do you want to attend summer school? Do you want to take a trip . . buy new clothes . . pay up past debts or accumulated bills? If you need money for any of these necessities, investigate our NEW LOW COST Vacation Loan Plan. Mail coupon NOW for full information.

Your own signature is all that is required . . no endorsers or co-signers. The money is available NOW . . no long delays . . no red tape. Payments are arranged to suit your individual requirements . . NO PRINCIPAL PAYMENTS REQUIRED DURING VACATION MONTHS.

When you deal with this old, reliable company . . with resources in excess of \$1,000,000.00 . . you are assured of Lowest Rates . . Quickest Service

and Utmost Confidence. Mail coupon TODAY for FREE booklet.

State Finance Company,

Southern Surety
Building
DES MOINES, IA.

Please send me at once FREE Booklet and complete details of your Borrow by Mail Plan for Teachers. It is understood this does NOT obligate me in any way.

Name-----

Street-----

City-----State-----

436

I will teach at-----

All Correspondence Confidential

**MAIL
THIS
COUPON**



For
Elementary
Schools

New Books

to consider carefully before making
your selection for
next year



For
High
Schools

HEALTH AND GROWTH SERIES

Charters,
Smiley,
and Strang

Three-book
Edition and
Six-book Edition

Grades 3 to 8

READING TO LEARN

Yoakam,
Bagley,
and Knowlton

Book I - Book II
Book III

Grades 4 to 7

New informa-
tional readers of
the work-type.

The Work of Scientists

6th Reader in
the

Patch - Howe

NATURE AND SCIENCE READERS

BOOK THREE • BOOK FOUR in the series

Canby-Opdycke-Gillum

HIGH SCHOOL ENGLISH

Extending the series to the third and fourth
years of study.

A SECOND COURSE IN ALGEBRA

Lenne

The second-year book of the Lenne course.

MODERN ECONOMICS

Corbett and Herschkowitz

Centers around the bearing of economic
principles on our social needs. For advanced
high school pupils.

CIVICS THROUGH PROBLEMS

Edmonson and Dondineau

Real-life situations and live investigations
prepare the junior-high-school pupil for
assuming civic responsibility.

A FIRST BOOK IN FRENCH

Churchman-Atwood-Racine

A new approach, semi-inductive in character.

THE MACMILLAN COMPANY

2459 Prairie Avenue, Chicago

THE FUNDAMENTALS OF HOME ECONOMICS

Jensen,
Jensen,
and Ziller

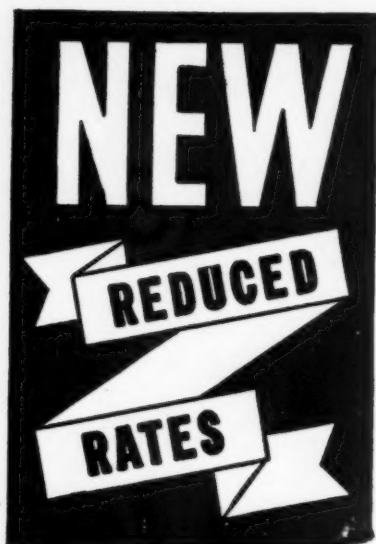
A new compre-
hensive survey
course for junior
high school girls.

Newly
State-
Adopted
by Louisiana
and
North
Carolina

THE NATIONS AT WORK

Packard,
Sinnott,
and Overton

A commercial
and industrial
geography, the
most outstanding
in use today.



on \$50 to \$300 LOANS (By Mail) TO TEACHERS

New Reduced Rates - - No Payments
On Principal During Vacation - -
Entirely By MAIL

Here is good news for the teaching profession. Not only does this 38 year old Company offer a convenient and confidential service on loans of \$50.00 to \$300.00 . . but it has reduced the cost of loans almost as much as ONE-THIRD.

Just think of being able to BORROW from \$50.00 to \$300.00 entirely BY MAIL . . on YOUR own signature . . without a personal interview . . without the knowledge of your school board, your friends or relatives.

Could You Use \$50 to \$300?

Do you want to attend summer school? Do you want to take a trip . . buy new clothes . . pay up past debts or accumulated bills? If you need money for any of these necessities, investigate our NEW LOW COST Vacation Loan Plan. Mail coupon NOW for full information.

Your own signature is all that is required . . no endorsers or co-signers. The money is available NOW . . no long delays . . no red tape. Payments are arranged to suit your individual requirements . . NO PRINCIPAL PAYMENTS REQUIRED DURING VACATION MONTHS.

When you deal with this old, reliable company . . with resources in excess of \$1,000,000.00 . . you are assured of Lowest Rates . . Quickest Service

and Utmost Confidence. Mail coupon TODAY for FREE booklet.

State Finance Company,

Southern Surety
Building
DES MOINES, IA.

Please send me at once FREE Booklet and complete details of your Borrow by Mail Plan for Teachers. It is understood this does NOT obligate me in any way.

Name-----

Street-----

City-----State-----

436

I will teach at-----

All Correspondence Confidential

**MAIL
THIS
COUPON**



For
Elementary
Schools

New Books

to consider carefully before making
your selection for
next year



For
High
Schools

HEALTH AND GROWTH SERIES

Charters,
Smiley,
and Strang

Three-book
Edition and
Six-book Edition

Grades 3 to 8

READING TO LEARN

Yoakam,
Bagley,
and Knowlton

Book I - Book II
Book III

Grades 4 to 7

New informa-
tional readers of
the work-type.

The Work of Scientists

6th Reader in
the

Patch - Howe

NATURE AND SCIENCE READERS

BOOK THREE • BOOK FOUR in the series

Canby-Opdycke-Gillum

HIGH SCHOOL ENGLISH

Extending the series to the third and fourth
years of study.

A SECOND COURSE IN ALGEBRA

Lenne

The second-year book of the Lenne course.

MODERN ECONOMICS

Corbett and Herschkowitz

Centers around the bearing of economic
principles on our social needs. For advanced
high school pupils.

CIVICS THROUGH PROBLEMS

Edmonson and Dondineau

Real-life situations and live investigations
prepare the junior-high-school pupil for
assuming civic responsibility.

A FIRST BOOK IN FRENCH

Churchman-Atwood-Racine

A new approach, semi-inductive in character.

THE MACMILLAN COMPANY

2459 Prairie Avenue, Chicago

THE FUNDA- MENTALS OF HOME ECONOMICS

Jensen,
Jensen,
and Ziller

A new compre-
hensive survey
course for junior
high school girls.

Newly
State-
Adopted
by Louisiana
and
North
Carolina

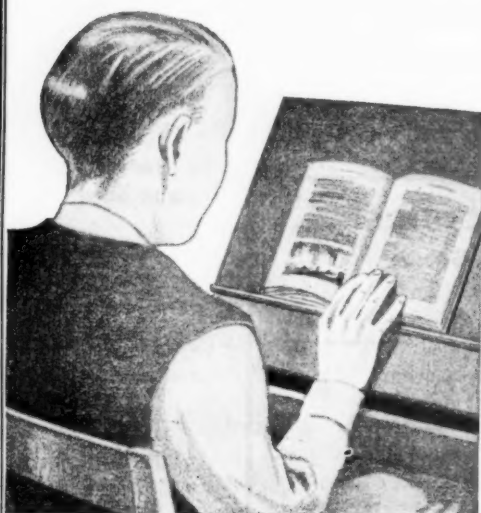
THE NATIONS AT WORK

Packard,
Sinnott,
and Overton

A commercial
and industrial
geography, the
most outstanding
in use today.

*This is a bad angle
at which to approach*
EDUCATION

Back humped, chest flat, vital organs cramped, and eyes strained . . . no pupil can sit long in that position without endangering health. Old types of school seats which place a strain on eyes, body and mind, are not furthering the ends of modern education.



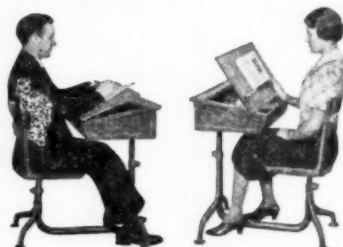
*See how Ideally
this lad works*

He sits erect—easily, comfortably, naturally, because the movable book support enables him to read from the correct focal distance and height without bending over, looking down, or leaning forward. He works at the correct sight angle without the strain that education places upon the eyes—without the health impairment that is too often the price of education.

**FREE Classroom Posture Poster
and Seating Booklets**



We will mail for classroom use, a posture poster in colors, which encourages children to sit erect. It contains no advertising. Available also, for use by teachers and school officials, are several interesting posture and eye-protection booklets. Address Dept. S.T. 5



*The American Universal BETTER SIGHT DESK
The Health Protector of America's School Children*

American Seating Company



Makers of Dependable Seating for Schools, Churches and Public Auditoriums

General Offices: GRAND RAPIDS, MICHIGAN

DISTRIBUTING BRANCHES IN ALL TRADE AREAS



UNIVERSITY PUBLISHING COMPANY

SUPERIOR SCHOOL SUPPLY COMPANY

1322 W. 13TH ST.

KANSAS CITY, MO.

STATE DISTRIBUTORS



LABRADOR

NEWFOUNDLAND — GULF OF ST. LAWRENCE

• An ever-changing panorama of the majestic, the strange and the beautiful rewards the traveller on these different and delightful cruises sailing from Montreal. Eskimos in native kayaks—distant icebergs—great naked fiords—playful seals—these are only a few of the things to be seen.

Ask your travel agent for interesting illustrated booklet, or write:

CLARKE
Steamship
Co-Limited



DEPT. 4-F

DOMINION Sq. BLDG., MONTREAL
377 FIFTH AVENUE, NEW YORK

SAINT LOUIS UNIVERSITY

18th
Session



June 19
to
July 30

SUMMER SESSION

Graduate and Undergraduate Courses
Faculty of Superior Teachers
Special Courses for Teachers
Thirty-Two Departments

For Summer Bulletin, Address
DIRECTOR OF THE SUMMER SESSION
Saint Louis University
Saint Louis, Missouri

The Nation's Tax Bill in 1934
was about \$9,500,000,000.00.

The Nation's residential electric bill was about
\$677,000,000.00—less than 8% of the tax bill.

Which is more important to the citizens of the United States?

Which is receiving more attention from your public representatives?

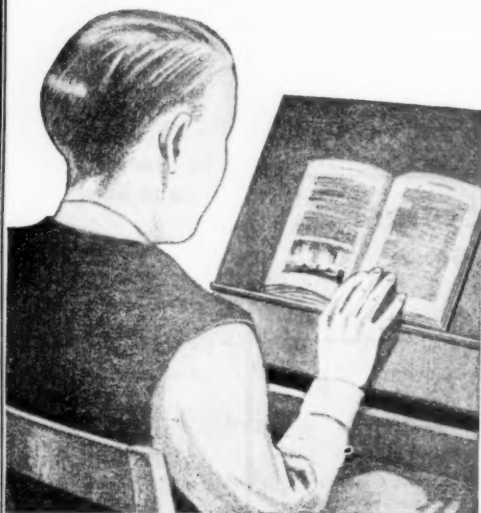
A 4% reduction in taxes would mean more to the
country that a 50% reduction in residential elec-
tric rates.

Ask your Senators and Representatives to vote against the un-
necessary and destructive Rayburn-Wheeler bill now pending. It is
your Constitutional right to do so.

KANSAS CITY POWER & LIGHT COMPANY
KANSAS CITY, MO.

*This is a bad angle
at which to approach*
EDUCATION

Back humped, chest flat, vital organs cramped, and eyes strained . . . no pupil can sit long in that position without endangering health. Old types of school seats which place a strain on eyes, body and mind, are not furthering the ends of modern education.



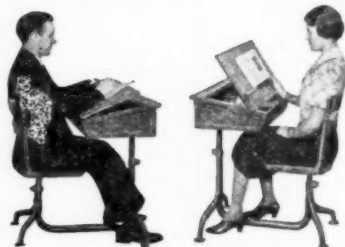
*See how Ideally
this lad works*

He sits erect—easily, comfortably, naturally, because the movable book support enables him to read from the correct focal distance and height without bending over, looking down, or leaning forward. He works at the correct sight angle without the strain that education places upon the eyes—without the health impairment that is too often the price of education.

**FREE Classroom Posture Poster
and Seating Booklets**



We will mail for classroom use, a posture poster in colors, which encourages children to sit erect. It contains no advertising. Available also, for use by teachers and school officials, are several interesting posture and eye-protection booklets. Address Dept. S.T. 5



*The American Universal BETTER SIGHT DESK
The Health Protector of America's School Children*

American Seating Company



Makers of Dependable Seating for Schools, Churches and Public Auditoriums

General Offices: GRAND RAPIDS, MICHIGAN

DISTRIBUTING BRANCHES IN ALL TRADE AREAS



UNIVERSITY PUBLISHING COMPANY

SUPERIOR SCHOOL SUPPLY COMPANY

1322 W. 13TH ST.

KANSAS CITY, MO.

STATE DISTRIBUTORS



LABRADOR

NEWFOUNDLAND — GULF OF ST. LAWRENCE

• An ever-changing panorama of the majestic, the strange and the beautiful rewards the traveller on these different and delightful cruises sailing from Montreal. Eskimos in native kayaks—distant icebergs—great naked fiords—playful seals—these are only a few of the things to be seen.

Ask your travel agent for interesting illustrated booklet, or write:

CLARKE
Steamship
Co-Limited



DEPT. 4-F

DOMINION Sq. BLDG., MONTREAL
377 FIFTH AVENUE, NEW YORK

SAINT LOUIS UNIVERSITY

18th
Session



June 19
to
July 30

SUMMER SESSION

Graduate and Undergraduate Courses
Faculty of Superior Teachers
Special Courses for Teachers
Thirty-Two Departments

For Summer Bulletin, Address
DIRECTOR OF THE SUMMER SESSION
Saint Louis University
Saint Louis, Missouri

The Nation's Tax Bill in 1934
was about \$9,500,000,000.00.

The Nation's residential electric bill was about
\$677,000,000.00—less than 8% of the tax bill.

Which is more important to the citizens of the United States?

Which is receiving more attention from your public representatives?

A 4% reduction in taxes would mean more to the
country that a 50% reduction in residential elec-
tric rates.

Ask your Senators and Representatives to vote against the un-
necessary and destructive Rayburn-Wheeler bill now pending. It is
your Constitutional right to do so.

KANSAS CITY POWER & LIGHT COMPANY
KANSAS CITY, MO.

SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association
Send all contributions to the editor.

THOS. J. WALKER, Editor

E. M. CARTER, Adv. Mgr.

Vol. XXI

MAY, 1935.

No. 5

Published monthly, except June, July and August, at Columbia, Mo., by the Missouri State Teachers Association as per Article VI, Section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917; authorized May 17, 1921.

Annual membership dues \$2.00, \$1.00 of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

Change of Address—If you have your address changed give old as well as new address.

GENERAL OFFICERS AND COMMITTEES, MISSOURI STATE TEACHERS ASSOCIATION. Next Meeting, St. Louis, November 7-9, 1935.

General Officers

H. P. Study, President, Springfield, Superintendent of Schools; W. H. Lemmel, 1st Vice-President, Flat River, Superintendent of Schools; Anna L. Sawford, 2nd Vice-President, Sedalia, Teacher Smith-Cotton High School; John W. Edie, 3rd Vice-President, Maysville, Superintendent of DeKalb County Schools; E. M. Carter, Secretary-Treas., Columbia, Secretary of Reading Circle Board, Advertising Manager of School and Community; Thos. J. Walker, Columbia, Editor of School and Community and Associate Secretary-Treasurer; T. E. Vaughan, Columbia, Assistant Secretary and Business Manager.

Executive Committee

J. F. Taylor, Chairman, Kennett, Superintendent of Schools; H. P. Study, Ex-Officio, Springfield, Superintendent of Schools; Henry J. Gerling, St. Louis, Superintendent of Instruction; Ethel Hook, Kirksville, Director of Libraries, State Teachers College; Grace M. Shepherd, Maryville, Professor of Education, State Teachers College; L. H. Bell, Lexington, Superintendent of Schools; Mary C. Ralls, Kansas City, Teacher, E. C. White School.

Legislative Committee

George Melcher, Chairman, Board of Education Bldg., Kansas City; Price L. Collier, Richmond; B. B. Cramer, Smithville; John W. Edie, Maysville; Edith Gallagher, Roosevelt Jr. High School, St. Joseph; Hattie Gordon, 5616 Wyandotte, Kansas City; Geo. L. Hawkins, Board of Education Bldg., St. Louis; C. H. Hibbard, Ava; L. M. Hosman, Cameron; Theo. W. H. Irion, University of Missouri, Columbia; W. F. Knox, Jefferson City; B. P. Lewis, Rolla; L. O. Little, Neosho; George R. Loughhead, Poplar Bluff; D. R. McDonald, Webb City; W. H. McDonald, Trenton; R. G. Russell, Clayton; W. H. Ryle, State Teachers College, Kirksville; Marion Schott, Kirksville; Roger Smith, Jefferson City; Kathryn Spangler, Clinton; H. P. Study, Springfield; Blanche Templeton, Rock Port; Mrs. Rubye H. Thompson, Charleston; M. B. Vaughn, Montgomery City; W. M. Westbrook, Marshall; Mary B. Womack, Dewey School, St. Louis; L. E. Ziegler, Boonville.

Committee on Sources of Larger Revenue

Roscoe V. Cramer, Chairman, Switzer School, Kansas City; W. W. Carpenter, University of Missouri, Columbia; E. W. Mounce, 412 E. High, Jefferson City.

Committee on Professional Standards and Ethics

Dessa Manuel, Chairman, Bolivar; Stephen Blackhurst, St. Charles; May Peterman, 1403 Edmond, St. Joseph.

Reading Circle Board

County Supt. W. F. Hupe, Chairman, Montgomery City; Cora E. Morris, Bois D'Arc; Supt. G. M. Cozcan, Fredericktown; President H. P. Study, Ex-Officio, Springfield; Supt. Lloyd W. King, Ex-Officio, Jefferson City.

Necrology Committee

Francis L. Skaith, Gower, 1935; Willard Graff, Butler, 1935; Jessie Via, Rolla, 1935; W. T. Carrington, Jefferson City, 1936; H. E. Blaine, Joplin, 1936; Beth Kanaga, 3654 Jansen Place, Kansas City, 1936; Anna L. Swartz, Edina, 1937; W. F. Pierce, Cardwell, 1937; Florence Cooper, Mullanphy School, St. Louis, 1937.

Committee on Resolutions

First, I. M. Horn, Memphis, 1936; Second, C. A. Phillips, Columbia, 1935; Third, John W. Edie, Maysville, 1936; Fourth, Gail Shikles, 1126 E. 15th, Kansas City, 1935; Fifth, Hattie Gordon, 5616 Wyandotte, Kansas City, 1935; Sixth, R. H. Divine, Garden City, 1936; Seventh, L. O. Little, Neosho, 1936; Eighth, W. H. Lemmel, Flat River, 1936; Ninth, C. J. Burger, Washington, 1936; Tenth, Dr. W. W. Parker, Cape Girardeau, 1935; Eleventh, Nellie McCarthy, 3618 Lafayette, St. Louis, 1935; Twelfth, E. S. Lehmann, Kirkwood, 1936; Thirteenth, H. H. Edmiston, 5821 Kennerly, St. Louis, 1935; Ex-Officio, President H. P. Study, Springfield and State Supt. Lloyd W. King, Jefferson City.

Committee on Teachers Salaries and Tenure of Office
Fred Miller, Normandy; H. A. Phillips, Warrensburg; B. M. Stigall, Paseo High School, Kansas City.

Teachers Retirement Fund Committee

Genevieve M. Turk, Chairman, Scarritt School, Kansas City; Alva L. Allen, Bethany; Ward Barnes, Normandy; Mrs. Florence D. Begeman, Troy; Marian Bissett, Springfield; Stephen Blackhurst, St. Charles; C. F. Boyd, Ozark; John L. Bracken, Clayton; Fred L. Cole, Potosi; Frankie Connell, Hannibal; Philippine Creelusk, Blewett High School, St. Louis; L. V. Crookshank, Brookfield; Miles Elliff, Lebanon; E. A. Elliott, Joplin; L. A. Eubank, State Teachers College, Kirksville; Mary Flahive, Scarritt School, Kansas City; W. H. Guenther, Lexington; Stanley Hayden, Kahoka; J. T. Hodge, Cassville; W. A. Hudson, Deering; W. H. Lemmel, Flat River; Don Matthews, Sullivan; W. E. Morrow, State Teachers College, Warrensburg; H. E. Robinson, Yeager School, Kansas City; C. H. Sackett, Roosevelt High School, St. Louis; W. J. Saupé, University of Missouri, Columbia; Chas. Scott, Chaffee; Roy Taylor, Herculaneum; J. V. Thompson, Eminence; Calla E. Varner, Central High School, St. Joseph; M. Wray Witten, Versailles.

Fact-Finding Committee

A. G. Capps, Chairman, University of Mo., Columbia; P. O. Selby, State Teachers College, Kirksville; T. E. Vaughan, M. S. T. A. Bldg., Columbia.

TABLE OF CONTENTS

Editorials	185
Progressive Schools will Teach:	188
A Study of the Foreign Language Situation in Missouri	189
Home Room Parties	191
The New Members of the State Department of Education	193
Webster County Teachers Organize	195
The Denver Convention	196
"Professor" William Henry Lynch	198
Program of the Missouri Council for Social Studies	206
Little Folks' Poetry Pack	208
Our Rural Schools	209
State Department of Education	212
Newly Elected County Superintendents	216
Vote on Teacher Retirement Fund	219
News Items	220
Book Chat	221

Index to Advertisers

Albert Teachers Agency	224
Allyn and Bacon	Fourth cover
American Seating Company	180
Central Missouri State Teachers College	Third cover
Chillicothe Business College	223
Clarke Steamship Company	181
Cunard White Star Ltd.	213
Encyclopaedia Britannica	222
Fisk Teachers Agency	224
Ginn and Company	207
Group Insurance	218
Household Finance Corporation	215
Illinois Central	217
Iroquois Publishing Company, Inc.	184
Kansas City Power & Light Co.	181
Lindenwood College	220
Macmillan Company	179
McClellan Teachers Placement Bureau	224
Nat'l. Ass'n. Chewing Gum Mfgs.	209
Northeast Missouri State Teachers College	Third cover
Northwest Missouri State Teachers College	Third cover
Panama Pacific	211
Powers Tours	223
Rocky Mt. Teachers' Agency	224
Scribner's Sons, Charles	223
Southeast Missouri State Teachers College	Third cover
Southwest Missouri State Teachers College	Third cover
Southwestern Greyhound Lines	219
Specialists' Educational Bureau	224
State Finance Company	178
St. Louis University	181
Twin City Photo Mill	224
University of Denver	221
University of Missouri	177
University of Tours	Second cover
Winston Company, The John C.	183



GOING abroad this summer? In 1934, passports were issued to 154,333 persons. Of these, 36,585 were issued to New Yorkers—nearly 33% of the total.

LOWELL THOMAS speaking: "I like it (THE WINSTON SIMPLIFIED DICTIONARY). In fact, it fills the bill for me, to perfection. And it doesn't take me half as long to find what I want."

BUSINESS is better, but not for red ink manufacturers. Sale of the debit fluid fell off 30% in 1934.

THE new 1935 edition of **ENGLISH FOR USE** (Grades III-VIII) continues to stress the *use* of good English in daily life. Every lesson is a dramatized life situation which is familiar to every child.

"THIS morning a bowl of fruit upon my breakfast table contained an orange from California and one from Florida; a banana from Central America; an apple from Virginia and another from Washington State; and grapefruit from Texas. My toast was made from Dakota wheat ground into flour in Minneapolis. It was buttered with Wisconsin butter. I had an egg from Ohio, salt from New York State, pepper from the East Indies, bacon from Chicago, coffee from Brazil, and sugar from Cuba. My wife sipped tea from India and my son had cocoa from West Africa"—from **OUR INDUSTRIAL WORLD** (Grade 7 or 8), by Dr. J. Russell Smith of Columbia University.

THERE is no alphabet for the Chinese language, for it is not a letter but a syllable language. Each written character is the equivalent, not of a sound, but of a word of one syllable, for no Chinese word has more.

THREE weeks—a short, short story, *not* by Elinor Glynn: Three weeks after publication (January, 1932), **USEFUL SCIENCE**, Book II, was adopted by the State of Florida . . . Three weeks after publication (February, 1935), **USEFUL SCIENCE FOR HIGH SCHOOL**, Book III, was adopted by the State of Kentucky, together with the other two books of the series.

IN the published list of 1934's ten best motion pictures, not one is an original. All were successful as short stories, plays, or novels.

The **JOHN C. WINSTON COMPANY**
WINSTON BLDG. PHILADELPHIA PA.
 CHICAGO ATLANTA DALLAS SAN FRANCISCO

SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers Association
Send all contributions to the editor.

THOS. J. WALKER, Editor

E. M. CARTER, Adv. Mgr.

Vol. XXI

MAY, 1935.

No. 5

Published monthly, except June, July and August, at Columbia, Mo., by the Missouri State Teachers Association as per Article VI, Section 6 of the Constitution of the M. S. T. A., under the direction of the Executive Committee.

Entered as Second-Class matter, October 29, 1915, at the Postoffice at Columbia, Missouri, under Act of March 3, 1879. Acceptance for mailing at special rate provided for in Section 1103, Act of Oct. 3, 1917; authorized May 17, 1921.

Annual membership dues \$2.00, \$1.00 of which is to cover cost of School and Community. Subscription to non-members, \$2.00 a year.

Change of Address—If you have your address changed give old as well as new address.

GENERAL OFFICERS AND COMMITTEES, MISSOURI STATE TEACHERS ASSOCIATION. Next Meeting, St. Louis, November 7-9, 1935.

General Officers

H. P. Study, President, Springfield, Superintendent of Schools; W. H. Lemmel, 1st Vice-President, Flat River, Superintendent of Schools; Anna L. Sawford, 2nd Vice-President, Sedalia, Teacher Smith-Cotton High School; John W. Edie, 3rd Vice-President, Maysville, Superintendent of DeKalb County Schools; E. M. Carter, Secretary-Treas., Columbia, Secretary of Reading Circle Board, Advertising Manager of School and Community; Thos. J. Walker, Columbia, Editor of School and Community and Associate Secretary-Treasurer; T. E. Vaughan, Columbia, Assistant Secretary and Business Manager.

Executive Committee

J. F. Taylor, Chairman, Kennett, Superintendent of Schools; H. P. Study, Ex-Officio, Springfield, Superintendent of Schools; Henry J. Gerling, St. Louis, Superintendent of Instruction; Ethel Hook, Kirksville, Director of Libraries, State Teachers College; Grace M. Shepherd, Maryville, Professor of Education, State Teachers College; L. H. Bell, Lexington, Superintendent of Schools; Mary C. Ralls, Kansas City, Teacher, E. C. White School.

Legislative Committee

George Melcher, Chairman, Board of Education Bldg., Kansas City, Price L. Collier, Richmond; B. B. Cramer, Smithville; John W. Edie, Maysville; Edith Gallagher, Roosevelt Jr. High School, St. Joseph; Hattie Gordon, 5616 Wyandotte, Kansas City; Geo. L. Hawkins, Board of Education Bldg., St. Louis; C. H. Hibbard, Ava; L. M. Hosman, Cameron; Theo. W. H. Irion, University of Missouri, Columbia; W. F. Knox, Jefferson City; B. P. Lewis, Rolla; L. O. Little, Neosho; George R. Loughhead, Poplar Bluff; D. R. McDonald, Webb City; W. H. McDonald, Trenton; R. G. Russell, Clayton; W. H. Ryle, State Teachers College, Kirksville; Marion Schott, Kirksville; Roger Smith, Jefferson City; Kathryn Spangler, Clinton; H. P. Study, Springfield; Blanche Templeton, Rock Port; Mrs. Rubye H. Thompson, Charleston; M. B. Vaughn, Montgomery City; W. M. Westbrook, Marshall; Mary B. Womack, Dewey School, St. Louis; L. E. Ziegler, Boonville.

Committee on Sources of Larger Revenue

Roscoe V. Cramer, Chairman, Switzer School, Kansas City; W. W. Carpenter, University of Missouri, Columbia; E. W. Mounce, 412 E. High, Jefferson City.

Committee on Professional Standards and Ethics

Dessa Manuel, Chairman, Bolivar; Stephen Blackhurst, St. Charles; May Peterman, 1403 Edmond, St. Joseph.

Reading Circle Board

County Supt. W. F. Hupe, Chairman, Montgomery City; Cora E. Morris, Bois D'Arc; Supt. G. M. Cozcan, Fredericktown; President H. P. Study, Ex-Officio, Springfield; Supt. Lloyd W. King, Ex-Officio, Jefferson City.

Necrology Committee

Francis L. Skaith, Gower, 1935; Willard Graff, Butler, 1935; Jessie Via, Rolla, 1935; W. T. Carrington, Jefferson City, 1936; H. E. Blaine, Joplin, 1936; Beth Kanaga, 3654 Jansen Place, Kansas City, 1936; Anna L. Swartz, Edina, 1937; W. F. Pierce, Cardwell, 1937; Florence Cooper, Mullanphy School, St. Louis, 1937.

Committee on Resolutions

First, I. M. Horn, Memphis, 1936; Second, C. A. Phillips, Columbia, 1935; Third, John W. Edie, Maysville, 1936; Fourth, Gail Shikles, 1126 E. 15th, Kansas City, 1935; Fifth, Hattie Gordon, 5616 Wyandotte, Kansas City, 1935; Sixth, R. H. Divine, Garden City, 1936; Seventh, L. O. Little, Neosho, 1936; Eighth, W. H. Lemmel, Flat River, 1936; Ninth, C. J. Burger, Washington, 1936; Tenth, Dr. W. W. Parker, Cape Girardeau, 1935; Eleventh, Nellie McCarthy, 3618 Lafayette, St. Louis, 1935; Twelfth, E. S. Lehmann, Kirkwood, 1936; Thirteenth, H. H. Edmiston, 5821 Kennerly, St. Louis, 1935; Ex-Officio, President H. P. Study, Springfield and State Supt. Lloyd W. King, Jefferson City.

Committee on Teachers Salaries and Tenure of Office
Fred Miller, Normandy; H. A. Phillips, Warrensburg; B. M. Stigall, Paseo High School, Kansas City.

Teachers Retirement Fund Committee

Genevieve M. Turk, Chairman, Scarritt School, Kansas City; Alva L. Allen, Bethany; Ward Barnes, Normandy; Mrs. Florence D. Begeman, Troy; Marian Bissett, Springfield; Stephen Blackhurst, St. Charles; C. F. Boyd, Ozark; John L. Bracken, Clayton; Fred L. Cole, Potosi; Frankie Connell, Hannibal; Philippine Creelusk, Blewett High School, St. Louis; L. V. Crookshank, Brookfield; Miles Elliff, Lebanon; E. A. Elliott, Joplin; L. A. Eubank, State Teachers College, Kirksville; Mary Flahive, Scarritt School, Kansas City; W. H. Guenther, Lexington; Stanley Hayden, Kahoka; J. T. Hodge, Cassville; W. A. Hudson, Deering; W. H. Lemmel, Flat River; Don Matthews, Sullivan; W. E. Morrow, State Teachers College, Warrensburg; H. E. Robinson, Yeager School, Kansas City; C. H. Sackett, Roosevelt High School, St. Louis; W. J. Saupé, University of Missouri, Columbia; Chas. Scott, Chaffee; Roy Taylor, Herculaneum; J. V. Thompson, Eminence; Calla E. Varner, Central High School, St. Joseph; M. Wray Witten, Versailles.

Fact-Finding Committee

A. G. Capps, Chairman, University of Mo., Columbia; P. O. Selby, State Teachers College, Kirksville; T. E. Vaughan, M. S. T. A. Bldg., Columbia.

TABLE OF CONTENTS

Editorials	185
Progressive Schools will Teach:	188
A Study of the Foreign Language Situation in Missouri	189
Home Room Parties	191
The New Members of the State Department of Education	193
Webster County Teachers Organize	195
The Denver Convention	196
"Professor" William Henry Lynch	198
Program of the Missouri Council for Social Studies	206
Little Folks' Poetry Pack	208
Our Rural Schools	209
State Department of Education	212
Newly Elected County Superintendents	216
Vote on Teacher Retirement Fund	219
News Items	220
Book Chat	221

Index to Advertisers

Albert Teachers Agency	224
Allyn and Bacon	Fourth cover
American Seating Company	180
Central Missouri State Teachers College	Third cover
Chillicothe Business College	223
Clarke Steamship Company	181
Cunard White Star Ltd.	213
Encyclopaedia Britannica	222
Fisk Teachers Agency	224
Ginn and Company	207
Group Insurance	218
Household Finance Corporation	215
Illinois Central	217
Iroquois Publishing Company, Inc.	184
Kansas City Power & Light Co.	181
Lindenwood College	220
Macmillan Company	179
McClellan Teachers Placement Bureau	224
Nat'l. Ass'n. Chewing Gum Mfgs.	209
Northeast Missouri State Teachers College	Third cover
Northwest Missouri State Teachers College	Third cover
Panama Pacific	211
Powers Tours	223
Rocky Mt. Teachers' Agency	224
Scribner's Sons, Charles	223
Southeast Missouri State Teachers College	Third cover
Southwest Missouri State Teachers College	Third cover
Southwestern Greyhound Lines	219
Specialists' Educational Bureau	224
State Finance Company	178
St. Louis University	181
Twin City Photo Mill	224
University of Denver	221
University of Missouri	177
University of Tours	Second cover
Winston Company, The John C.	183



GOING abroad this summer? In 1934, passports were issued to 154,333 persons. Of these, 36,585 were issued to New Yorkers—nearly 33% of the total.

LOWELL THOMAS speaking: "I like it (THE WINSTON SIMPLIFIED DICTIONARY). In fact, it fills the bill for me, to perfection. And it doesn't take me half as long to find what I want."

BUSINESS is better, but not for red ink manufacturers. Sale of the debit fluid fell off 30% in 1934.

THE new 1935 edition of **ENGLISH FOR USE** (Grades III-VIII) continues to stress the *use* of good English in daily life. Every lesson is a dramatized life situation which is familiar to every child.

"THIS morning a bowl of fruit upon my breakfast table contained an orange from California and one from Florida; a banana from Central America; an apple from Virginia and another from Washington State; and grapefruit from Texas. My toast was made from Dakota wheat ground into flour in Minneapolis. It was buttered with Wisconsin butter. I had an egg from Ohio, salt from New York State, pepper from the East Indies, bacon from Chicago, coffee from Brazil, and sugar from Cuba. My wife sipped tea from India and my son had cocoa from West Africa"—from **OUR INDUSTRIAL WORLD** (Grade 7 or 8), by Dr. J. Russell Smith of Columbia University.

THERE is no alphabet for the Chinese language, for it is not a letter but a syllable language. Each written character is the equivalent, not of a sound, but of a word of one syllable, for no Chinese word has more.

THREE weeks—a short, short story, *not* by Elinor Glynn: Three weeks after publication (January, 1932), **USEFUL SCIENCE**, Book II, was adopted by the State of Florida . . . Three weeks after publication (February, 1935), **USEFUL SCIENCE FOR HIGH SCHOOL**, Book III, was adopted by the State of Kentucky, together with the other two books of the series.

IN the published list of 1934's ten best motion pictures, not one is an original. All were successful as short stories, plays, or novels.

The **JOHN C. WINSTON COMPANY**
WINSTON BLDG. PHILADELPHIA PA.
 CHICAGO ATLANTA DALLAS SAN FRANCISCO

IROQUOIS TEXT BOOKS are SUCCESSFUL IN USE

THE IROQUOIS ARITHMETICS—Enlarged Edition
By DeGroat, Firman, and Smith

A Three-Book Series and a Series by Grades

The Iroquois Arithmetics are scientific, well-balanced, practical—they give pupils unusual power. They produce exceptionally satisfactory results wherever used. These arithmetics are being more widely used today than ever before. They had their largest sale in 1934. A permanent work book section, "Graded Difficulty Exercises," is included in each book which provides a complete series of permanent work books, *at no additional cost.*

THE IROQUOIS GEOGRAPHY SERIES—By Abrams, Bodley, and Thurston
A Separate Book for Grades 3, 4, 5, 6, and 7

The last book of this series appeared in February, 1933; and already over 3,500 school systems throughout the country have adopted this series in whole or in part. This remarkable record would not have been possible if the IROQUOIS GEOGRAPHY SERIES did not possess very unusual merit.

THE NEW IROQUOIS SERIES OF HISTORIES FOR THE GRADES
By Southworth and Southworth

The Story of Long Ago—From the dawn of civilization to the fall of Rome.

The Story of the Middle Ages—From the fall of Rome through the period of exploration.

America's Old World Background—This book presents the myths of the Greeks and Norsemen, the story of early man, and the old world background of American history from the dawn of civilization through the period of exploration.

The Thirteen American Colonies—A complete story of the American colonies.

American History, Complete, 1934 Edition—The history of our country from its discovery to the present day, including the story of Roosevelt's administration and the "New Deal."

This new series, copyrighted in 1934, is written in a simple, compelling style, meeting fully the requirements of the best courses of study. The story of history from the dawn of civilization to the present day has never before been so completely, so logically, and so interestingly told.

BEACON LIGHTS OF LITERATURE—By Rudolph W. Chamberlain
Books One, Two, Three, and Four

THE BEACON LIGHTS OF LITERATURE SERIES is acclaimed as superior by teachers in all parts of the country. The series was but recently completed and it is already meeting with extraordinary success. In a style of rare beauty and clarity, it presents a complete, modern, scholarly, unified, and well-proportioned course in literature for the last four years of high school. It completely meets the new requirements in the teaching of literature. BEACON LIGHTS OF LITERATURE is making a distinct contribution to our high schools.

OUR SURROUNDINGS—An Elementary General Science—1934 Edition
By Clement, Collister, and Thurston

This is a complete revision. It eliminates any obsolete material, and older illustrations give way to new, up-to-date illustrations. Moreover, the revised edition contains entirely new material on the latest developments in science. The 1934 Edition of OUR SURROUNDINGS is the most modern general science text book on the market.

We cordially invite your correspondence concerning these or any of the other titles on the Iroquois list—a strong, live list from beginning to end.

IROQUOIS PUBLISHING COMPANY, Inc.

Home Office: SYRACUSE, NEW YORK

NEW YORK

CHICAGO

ATLANTA

DALLAS



EDITORIALS



VACATION DAYS

HO! HO! VACATION days are here! What shall we do with them? We commend to your consideration the very thoughtful suggestions made by Miss Ada Boyer in her article in "Our Rural Schools" department.

This much is certain, vacation days are our days in the disposal of which we will reveal our real selves. Man portrays his inner character best by his use of that time which is his very own. One of the defects of the system of life and education under which we are now living is that it seems to have taken away from the individual the ability and often the desire to plan his own work and the disposition of his time. The rank and file are helpless without jobs and bosses. I suppose that it was always thus, but we see so many of the educated today who appear to have no knack of self-propulsion toward a self-selected goal. Men and women with Master's or Ph.D. degrees are helpless. They hold out trained hands to all possible employers saying, "I'll do what you want me to do". With disciplined minds they cry, "I'll go where you want me to go; I'll say what you want me to say; I'll think what you want me to think; I'll be what you want me to be". "Here I am", they seem to say, "yours, all yours, if you will but feed me and tell me what you want me to do, say, think and be." Well, such is not the case with teachers—we hope. At any rate vacation time is ours to do with as we please.

If past years are to be taken as a criterion some five or six thousand Missouri teachers will elect to spend most of their vacation period in school. We hope that each of these will keep in mind that physical recreation is as much to be desired and as professionally essential as mental accretions are, and that academic work will not be taken so seriously as some of the professors might be inclined to take it, certainly not seriously enough to become a drain upon physical strength and spiritual health.

Many teachers who can afford it will and should spend a part of their vacation in travel. This when done with moderation and purposefully planned is one of the most profitable methods both for study and recuperation. Fortunately there are many companies and individuals quite adept in planning desirable tours for teachers. One very interesting one is that promulgated for the past few years by County Superintendent Medford D. Robbins of Fredericktown, Missouri. This year he is arranging two tours for teachers, one going west and including California, Yellowstone, Denver, Salt Lake City and other interesting places, the other taking in the East and Northeast. These tours, Mr. Robbins states, are not for profit, his plan being to charge each a small deposit fee as evidence of good faith and then prorating the expenses among those who go. His experience has been that these tours cost for all necessary expenses slightly more than two cents per mile trav-

IROQUOIS TEXT BOOKS are SUCCESSFUL IN USE

THE IROQUOIS ARITHMETICS—Enlarged Edition
By DeGroat, Firman, and Smith

A Three-Book Series and a Series by Grades

The Iroquois Arithmetics are scientific, well-balanced, practical—they give pupils unusual power. They produce exceptionally satisfactory results wherever used. These arithmetics are being more widely used today than ever before. They had their largest sale in 1934. A permanent work book section, "Graded Difficulty Exercises," is included in each book which provides a complete series of permanent work books, *at no additional cost.*

THE IROQUOIS GEOGRAPHY SERIES—By Abrams, Bodley, and Thurston
A Separate Book for Grades 3, 4, 5, 6, and 7

The last book of this series appeared in February, 1933; and already over 3,500 school systems throughout the country have adopted this series in whole or in part. This remarkable record would not have been possible if the IROQUOIS GEOGRAPHY SERIES did not possess very unusual merit.

THE NEW IROQUOIS SERIES OF HISTORIES FOR THE GRADES
By Southworth and Southworth

The Story of Long Ago—From the dawn of civilization to the fall of Rome.

The Story of the Middle Ages—From the fall of Rome through the period of exploration.

America's Old World Background—This book presents the myths of the Greeks and Norsemen, the story of early man, and the old world background of American history from the dawn of civilization through the period of exploration.

The Thirteen American Colonies—A complete story of the American colonies.

American History, Complete, 1934 Edition—The history of our country from its discovery to the present day, including the story of Roosevelt's administration and the "New Deal."

This new series, copyrighted in 1934, is written in a simple, compelling style, meeting fully the requirements of the best courses of study. The story of history from the dawn of civilization to the present day has never before been so completely, so logically, and so interestingly told.

BEACON LIGHTS OF LITERATURE—By Rudolph W. Chamberlain
Books One, Two, Three, and Four

THE BEACON LIGHTS OF LITERATURE SERIES is acclaimed as superior by teachers in all parts of the country. The series was but recently completed and it is already meeting with extraordinary success. In a style of rare beauty and clarity, it presents a complete, modern, scholarly, unified, and well-proportioned course in literature for the last four years of high school. It completely meets the new requirements in the teaching of literature. BEACON LIGHTS OF LITERATURE is making a distinct contribution to our high schools.

OUR SURROUNDINGS—An Elementary General Science—1934 Edition
By Clement, Collister, and Thurston

This is a complete revision. It eliminates any obsolete material, and older illustrations give way to new, up-to-date illustrations. Moreover, the revised edition contains entirely new material on the latest developments in science. The 1934 Edition of OUR SURROUNDINGS is the most modern general science text book on the market.

We cordially invite your correspondence concerning these or any of the other titles on the Iroquois list—a strong, live list from beginning to end.

IROQUOIS PUBLISHING COMPANY, Inc.

Home Office: SYRACUSE, NEW YORK

NEW YORK

CHICAGO

ATLANTA

DALLAS



EDITORIALS



VACATION DAYS

HO! HO! VACATION days are here! What shall we do with them? We commend to your consideration the very thoughtful suggestions made by Miss Ada Boyer in her article in "Our Rural Schools" department.

This much is certain, vacation days are our days in the disposal of which we will reveal our real selves. Man portrays his inner character best by his use of that time which is his very own. One of the defects of the system of life and education under which we are now living is that it seems to have taken away from the individual the ability and often the desire to plan his own work and the disposition of his time. The rank and file are helpless without jobs and bosses. I suppose that it was always thus, but we see so many of the educated today who appear to have no knack of self-propulsion toward a self-selected goal. Men and women with Master's or Ph.D. degrees are helpless. They hold out trained hands to all possible employers saying, "I'll do what you want me to do". With disciplined minds they cry, "I'll go where you want me to go; I'll say what you want me to say; I'll think what you want me to think; I'll be what you want me to be". "Here I am", they seem to say, "yours, all yours, if you will but feed me and tell me what you want me to do, say, think and be." Well, such is not the case with teachers—we hope. At any rate vacation time is ours to do with as we please.

If past years are to be taken as a criterion some five or six thousand Missouri teachers will elect to spend most of their vacation period in school. We hope that each of these will keep in mind that physical recreation is as much to be desired and as professionally essential as mental accretions are, and that academic work will not be taken so seriously as some of the professors might be inclined to take it, certainly not seriously enough to become a drain upon physical strength and spiritual health.

Many teachers who can afford it will and should spend a part of their vacation in travel. This when done with moderation and purposefully planned is one of the most profitable methods both for study and recuperation. Fortunately there are many companies and individuals quite adept in planning desirable tours for teachers. One very interesting one is that promulgated for the past few years by County Superintendent Medford D. Robbins of Fredericktown, Missouri. This year he is arranging two tours for teachers, one going west and including California, Yellowstone, Denver, Salt Lake City and other interesting places, the other taking in the East and Northeast. These tours, Mr. Robbins states, are not for profit, his plan being to charge each a small deposit fee as evidence of good faith and then prorating the expenses among those who go. His experience has been that these tours cost for all necessary expenses slightly more than two cents per mile trav-

eled. In considering such travel tours one should keep in mind the physical exertion necessary to carry out the cooperative plans and the total results of the trip, not forgetting the reliability and responsibility of the conductor of the tour and the class of people with whom one will be associated.

THIS LEGISLATURE

ONE OF THE objects of natural interest for every teacher is or should be the law making body, for she works under the laws which it passes, is in truth a creature of that law, and a servant of the State over which the Legislature has powers.

This one, which is now (May 13) in session is peculiar in respect to its length, if in no other detail. For one-third of a year it has been in Jefferson City and at this date has finished none of what were thought to be the pressing problems confronting it when it met early in January, unless some minor adjustments of the liquor law be so considered.

Meeting the financial obligations of the commonwealth has occupied much of the Assembly's time. The House after long and frequent committee hearings, prolonged and acrimonious debate, and considerations and reconsiderations passed a two per cent sales tax. That was a long time ago and since then the Senate has been wrestling with the matter without thus far indicating to the lay mind even what it is likely to do.

We are not in love with a sales tax. The most convincing and indeed the one unanswerable argument for it is that it is a practical method of raising money which the State must have to meet its acknowledged obligations. For this reason we have hoped and

are hoping that it will be passed in such form as will provide the wherewithal to meet these obligations.

As everyone knows, the primary obligations which must be met and which the state has no way of meeting and for which no other plan than the sales tax has been offered, are relief, old age pensions and the support of the public schools. Each of these obligations has been definitely acknowledged by legislative action. Resolutions assuring the federal government that relief measures will be met, an old age pension law, and a school support bill have been passed by this or preceding Assemblies. To provide the money is not a pleasant task and the dire need is exasperating in its stubborn insistency.

We think the Senate will ultimately come to a solution. We wish it might be by some route more fundamentally sound than the sales tax appears to be, but by the sales tax rather than not at all. Until the next Assembly meets a commission legally authorized should be at work studying the tax problem with a view of having definite recommendations for the reform of the tax laws.

TEACHERS' RETIREMENT FAILURE

ONE OF THE strange actions of the General Assembly was that with reference to the joint and concurrent resolution which would have put on the ballot in the next election a proposition to amend our constitution to permit the establishing of retirement funds for aged teachers. The refusal to permit a vote on the question seems so uncalled for in view of the fact that the Assembly passed the resolution to bring to a vote again

the question of raising the pay of the legislators. Futility might have been an argument against the teachers retirement resolution, but if it were, certainly it should have been a more effective argument against the resolution for increase in legislative salaries, for both were on the ballot in the last election and the teachers retirement proved to be the more popular with the people by nearly 100,000 votes.

Of course there is but one thing to be done now and that is to place the proposition before the people by the initiative. This may be after all the better way, because the circulation of initiative petitions has some educational value, but we owe the Legislature small thanks for that.

Teachers are deeply grateful for the work that Miss Genevieve Turk and her Committee have done for this issue. The Committee has the assurance that the teachers will put forth the extra effort necessary to overcome the small vote by which the amendment was defeated in the last election.

PATIENCE AND PERSEVERANCE.

AT A MEETING last month of the Mineral Area School Masters Club, Superintendent W. L. Johns read a paper in which he pointed out several evidences that our recent educational ideas were strongly supported in Missouri thirty years ago. He says, "It is interesting to note that many of our educational reforms, now so loudly proclaimed by our modern educational reformers, were just as eloquently and ardently advanced thirty years ago." He then quotes from the 1905 report of Public Schools in Missouri to show that then State Superintendent W. T. Carrington favored "Equal taxation for school purposes; equal school opportunities for all children;"

that he pointed out the constitutional provision for free public schools and called attention to the fact that the State had not done its full duty in carrying out those provisions; that Mr. Carrington further advocated provision for high school education for all children either by consolidation or by tuition and transportation. From the same report he quoted Luther Hardaway, then Superintendent of Jasper County as favoring consolidation and prophesying its inevitability as a part of a general concentration program that was then manifesting itself in business.

All of Mr. John's excellent discussion illustrates the law of growth; that organisms cannot be torn down and remade in a day as machines can. Patience is a prime requisite to the happiness of those who deal with living matter. However, there is a vast difference between patience and indifference. The good farmer plants in the spring knowing that long days of cultivation and care and months of patient dependence on the cooperation of nature are necessary to fruition; so the progressive school men of today must be content to spend many hard days of labor before development is noted and years before fruition is seen. But the impatient shiftless farmer wants immediate results and does nothing, just as the impatient citizen often is the ineffective one because he has not the far vision to see that hard work done today will not bear fruit for many days.

All honor to those men who thirty, forty or a hundred years ago planted seed which we just now see in the beginning of their fruitage. May the work they did inspire us. May the long time they waited be not a discouragement to cause us to spend our time in idleness.

eled. In considering such travel tours one should keep in mind the physical exertion necessary to carry out the cooperative plans and the total results of the trip, not forgetting the reliability and responsibility of the conductor of the tour and the class of people with whom one will be associated.

THIS LEGISLATURE

ONE OF THE objects of natural interest for every teacher is or should be the law making body, for she works under the laws which it passes, is in truth a creature of that law, and a servant of the State over which the Legislature has powers.

This one, which is now (May 13) in session is peculiar in respect to its length, if in no other detail. For one-third of a year it has been in Jefferson City and at this date has finished none of what were thought to be the pressing problems confronting it when it met early in January, unless some minor adjustments of the liquor law be so considered.

Meeting the financial obligations of the commonwealth has occupied much of the Assembly's time. The House after long and frequent committee hearings, prolonged and acrimonious debate, and considerations and reconsiderations passed a two per cent sales tax. That was a long time ago and since then the Senate has been wrestling with the matter without thus far indicating to the lay mind even what it is likely to do.

We are not in love with a sales tax. The most convincing and indeed the one unanswerable argument for it is that it is a practical method of raising money which the State must have to meet its acknowledged obligations. For this reason we have hoped and

are hoping that it will be passed in such form as will provide the wherewithal to meet these obligations.

As everyone knows, the primary obligations which must be met and which the state has no way of meeting and for which no other plan than the sales tax has been offered, are relief, old age pensions and the support of the public schools. Each of these obligations has been definitely acknowledged by legislative action. Resolutions assuring the federal government that relief measures will be met, an old age pension law, and a school support bill have been passed by this or preceding Assemblies. To provide the money is not a pleasant task and the dire need is exasperating in its stubborn insistency.

We think the Senate will ultimately come to a solution. We wish it might be by some route more fundamentally sound than the sales tax appears to be, but by the sales tax rather than not at all. Until the next Assembly meets a commission legally authorized should be at work studying the tax problem with a view of having definite recommendations for the reform of the tax laws.

TEACHERS' RETIREMENT FAILURE

ONE OF THE strange actions of the General Assembly was that with reference to the joint and concurrent resolution which would have put on the ballot in the next election a proposition to amend our constitution to permit the establishing of retirement funds for aged teachers. The refusal to permit a vote on the question seems so uncalled for in view of the fact that the Assembly passed the resolution to bring to a vote again

the question of raising the pay of the legislators. Futility might have been an argument against the teachers retirement resolution, but if it were, certainly it should have been a more effective argument against the resolution for increase in legislative salaries, for both were on the ballot in the last election and the teachers retirement proved to be the more popular with the people by nearly 100,000 votes.

Of course there is but one thing to be done now and that is to place the proposition before the people by the initiative. This may be after all the better way, because the circulation of initiative petitions has some educational value, but we owe the Legislature small thanks for that.

Teachers are deeply grateful for the work that Miss Genevieve Turk and her Committee have done for this issue. The Committee has the assurance that the teachers will put forth the extra effort necessary to overcome the small vote by which the amendment was defeated in the last election.

PATIENCE AND PERSEVERANCE.

AT A MEETING last month of the Mineral Area School Masters Club, Superintendent W. L. Johns read a paper in which he pointed out several evidences that our recent educational ideas were strongly supported in Missouri thirty years ago. He says, "It is interesting to note that many of our educational reforms, now so loudly proclaimed by our modern educational reformers, were just as eloquently and ardently advanced thirty years ago." He then quotes from the 1905 report of Public Schools in Missouri to show that then State Superintendent W. T. Carrington favored "Equal taxation for school purposes; equal school opportunities for all children;"

that he pointed out the constitutional provision for free public schools and called attention to the fact that the State had not done its full duty in carrying out those provisions; that Mr. Carrington further advocated provision for high school education for all children either by consolidation or by tuition and transportation. From the same report he quoted Luther Hardaway, then Superintendent of Jasper County as favoring consolidation and prophesying its inevitability as a part of a general concentration program that was then manifesting itself in business.

All of Mr. John's excellent discussion illustrates the law of growth; that organisms cannot be torn down and remade in a day as machines can. Patience is a prime requisite to the happiness of those who deal with living matter. However, there is a vast difference between patience and indifference. The good farmer plants in the spring knowing that long days of cultivation and care and months of patient dependence on the cooperation of nature are necessary to fruition; so the progressive school men of today must be content to spend many hard days of labor before development is noted and years before fruition is seen. But the impatient shiftless farmer wants immediate results and does nothing, just as the impatient citizen often is the ineffective one because he has not the far vision to see that hard work done today will not bear fruit for many days.

All honor to those men who thirty, forty or a hundred years ago planted seed which we just now see in the beginning of their fruitage. May the work they did inspire us. May the long time they waited be not a discouragement to cause us to spend our time in idleness.

Progressive Schools Will Teach:

THAT OUR constitution guarantees life, liberty and the pursuit of happiness to every human being that lives under our flag.

THAT WE can pursue happiness best by making every one about us more happy—doing our “good turn” every day.

THAT OUR plan of life must include an unselfish interest in our neighbor—“love thy neighbor as thyself.”

THAT WE must maintain jobs as well as successfully train people to work in jobs.

THAT WE shall be more secure in our living if we learn how to earn part of it “out of employment,” by creating a job for ourselves “in and on the earth.”

THAT WE are still not free if we depend entirely on a “job.”

THAT WE learn how destructive to life and to civilization and progress are wars, whether they are waged with guns or money or fists.

THAT WE learn how helpful to progress and life-happiness is peaceful trade without bitter competition.

THAT WE learn how to produce all we need—but no more.

THAT WE learn how to figure costs so as to give a fair return to both the worker who invests his life's strength, and to the worker who has saved his money and invests his life's earning.

THAT TO feed a pauper without asking him to work, will leave him always

a pauper; but to teach him how to work and earn will make him a man.

THAT WE learn that all citizens serve their own interests best when they make sure that they allow others to enjoy a just share of the products of toil, and keep unhampered the opportunity to contribute service in production and distribution of goods and services, as long as these are useful to man.

THAT WE learn how dangerous it is to the peace of society to separate citizens from the land-possession which makes them independent.

THAT WE learn the law of money and its use—idle money can earn nothing. Money with services added can increase. Spent money invested in manufactured goods is like spent energy, it is bound to lose something in value in the use of the purchase.

HOW WE may remove the gamble and chance from investment, by limiting the earning power of invested capital, and by using the surplus profit to insure the income of the worker, so as to maintain his purchasing power commensurate with commercial development.

THAT EVERY person can increase his life's security by training for several lines of work, and by avoiding too great a specialization.

W. H. Schlueter,

Principal-Oak Hill School
St. Louis, Mo.

A Study of the Foreign Language Situation in Missouri

J. W. Heyd

AT THE NOVEMBER 9, 1934 meeting of the Modern Language Association of Missouri at Kansas City, Miss Elsa Greeneberg of Park College read a paper on the status of the teaching of German in Missouri. From her study she presented material which indicated that about 3500 students in all types of institutions in Missouri are studying German. In general she found the trend in higher institutions upward, while in the secondary schools the situation was not at all satisfactory. Similar reports of the unsatisfactory conditions come from French, Latin, and Spanish as well. Because of these persistent reports and positive evidence that they represent the situation as it exists in Missouri today, the writer decided to make a study of the number of high schools offering foreign languages in Missouri since 1915-1916. To show the whole trend, he included Latin in the picture. The State Superintendent's high school directory was made the basis of this study. Other sources were also studied. The three large cities, St. Louis, Kansas City, and St. Joseph have not been included, since they offer all four languages. All other public high schools are included. In 1914-1915 every first class high school taught Latin and two-thirds of them taught German in addition. Besides these a sufficient number of second and third class high schools offered Latin and German, so that 63% of all high schools offered a foreign language. Each year additional schools were including Latin or German in the curriculum. German reached its highest point in 1916-1917 when 158 of the 586 high schools offered German. Then came the hate and war propaganda, and the senseless movement to banish all German from the schools. How that was to help the country or injure Germany, no one has yet been able to explain. But so effective was this campaign that by 1918-1919 only three schools still had German, and in 1919-1920 only one. The next two years nine schools again taught German, and in 1923-1924 eleven.

Latin increased slightly after the elimi-

nation of German and reached its peak in 1922-1923 when 386 high schools offered Latin. However, if we take the percentage of all high schools teaching Latin, it reached its peak in 1915-1916, when 345 out of 583 or 63% of all high schools offered Latin. This ratio was almost attained again in 1918-1919, but from then on there was a continuous decline in this ratio, and after 1922-1923 the actual number of high schools teaching Latin declined.

French as a result of the war psychosis increased with a boom from three in 1916-1917 to 80 in 1919-1920. This proved to be a peak to which French never again attained. A 25% slump occurred in 1924-1925, and a gradual decrease has resulted each year until 1934-1935, when only 44 high schools offered French.

The increase in Spanish, though not as rapid as in French, reached its peak in 1923-1924 with 50 schools offering Spanish. From then we find a steady decrease until in 1934-1935. Only 31 high schools offered Spanish. This tendency in Spanish seems to be nation wide.

Taking the modern languages together we find that the highest offering was in 1917-1918, when German was still offered in 143 high schools, French in 15, and Spanish in 18 or a total of 176. At no time after that year did the offering in all three languages even approach the 158 high schools offering German in 1916-1917, while the lowest ebb was reached in 1934-1935 with French in 44, German in 11, and Spanish in 31 high schools.

There were several times of severe slumps. The first, as we have seen, was in German in 1918-1919. The next occurred in 1924-1925 which struck all foreign languages. After a small increase in each modern language, and Latin had reached its peak, there came this slump. If the first can be explained by war psychosis, the second cannot. However, a quotation from an article in "School and Community" of that year, written by the Missouri Director of Vocational Educa-

Progressive Schools Will Teach:

THAT OUR constitution guarantees life, liberty and the pursuit of happiness to every human being that lives under our flag.

THAT WE can pursue happiness best by making every one about us more happy—doing our “good turn” every day.

THAT OUR plan of life must include an unselfish interest in our neighbor—“love thy neighbor as thyself.”

THAT WE must maintain jobs as well as successfully train people to work in jobs.

THAT WE shall be more secure in our living if we learn how to earn part of it “out of employment,” by creating a job for ourselves “in and on the earth.”

THAT WE are still not free if we depend entirely on a “job.”

THAT WE learn how destructive to life and to civilization and progress are wars, whether they are waged with guns or money or fists.

THAT WE learn how helpful to progress and life-happiness is peaceful trade without bitter competition.

THAT WE learn how to produce all we need—but no more.

THAT WE learn how to figure costs so as to give a fair return to both the worker who invests his life's strength, and to the worker who has saved his money and invests his life's earning.

THAT TO feed a pauper without asking him to work, will leave him always

a pauper; but to teach him how to work and earn will make him a man.

THAT WE learn that all citizens serve their own interests best when they make sure that they allow others to enjoy a just share of the products of toil, and keep unhampered the opportunity to contribute service in production and distribution of goods and services, as long as these are useful to man.

THAT WE learn how dangerous it is to the peace of society to separate citizens from the land-possession which makes them independent.

THAT WE learn the law of money and its use—idle money can earn nothing. Money with services added can increase. Spent money invested in manufactured goods is like spent energy, it is bound to lose something in value in the use of the purchase.

HOW WE may remove the gamble and chance from investment, by limiting the earning power of invested capital, and by using the surplus profit to insure the income of the worker, so as to maintain his purchasing power commensurate with commercial development.

THAT EVERY person can increase his life's security by training for several lines of work, and by avoiding too great a specialization.

W. H. Schlueter,

Principal-Oak Hill School
St. Louis, Mo.

A Study of the Foreign Language Situation in Missouri

J. W. Heyd

AT THE NOVEMBER 9, 1934 meeting of the Modern Language Association of Missouri at Kansas City, Miss Elsa Greeneberg of Park College read a paper on the status of the teaching of German in Missouri. From her study she presented material which indicated that about 3500 students in all types of institutions in Missouri are studying German. In general she found the trend in higher institutions upward, while in the secondary schools the situation was not at all satisfactory. Similar reports of the unsatisfactory conditions come from French, Latin, and Spanish as well. Because of these persistent reports and positive evidence that they represent the situation as it exists in Missouri today, the writer decided to make a study of the number of high schools offering foreign languages in Missouri since 1915-1916. To show the whole trend, he included Latin in the picture. The State Superintendent's high school directory was made the basis of this study. Other sources were also studied. The three large cities, St. Louis, Kansas City, and St. Joseph have not been included, since they offer all four languages. All other public high schools are included. In 1914-1915 every first class high school taught Latin and two-thirds of them taught German in addition. Besides these a sufficient number of second and third class high schools offered Latin and German, so that 63% of all high schools offered a foreign language. Each year additional schools were including Latin or German in the curriculum. German reached its highest point in 1916-1917 when 158 of the 586 high schools offered German. Then came the hate and war propaganda, and the senseless movement to banish all German from the schools. How that was to help the country or injure Germany, no one has yet been able to explain. But so effective was this campaign that by 1918-1919 only three schools still had German, and in 1919-1920 only one. The next two years nine schools again taught German, and in 1923-1924 eleven.

Latin increased slightly after the elimi-

nation of German and reached its peak in 1922-1923 when 386 high schools offered Latin. However, if we take the percentage of all high schools teaching Latin, it reached its peak in 1915-1916, when 345 out of 583 or 63% of all high schools offered Latin. This ratio was almost attained again in 1918-1919, but from then on there was a continuous decline in this ratio, and after 1922-1923 the actual number of high schools teaching Latin declined.

French as a result of the war psychosis increased with a boom from three in 1916-1917 to 80 in 1919-1920. This proved to be a peak to which French never again attained. A 25% slump occurred in 1924-1925, and a gradual decrease has resulted each year until 1934-1935, when only 44 high schools offered French.

The increase in Spanish, though not as rapid as in French, reached its peak in 1923-1924 with 50 schools offering Spanish. From then we find a steady decrease until in 1934-1935. Only 31 high schools offered Spanish. This tendency in Spanish seems to be nation wide.

Taking the modern languages together we find that the highest offering was in 1917-1918, when German was still offered in 143 high schools, French in 15, and Spanish in 18 or a total of 176. At no time after that year did the offering in all three languages even approach the 158 high schools offering German in 1916-1917, while the lowest ebb was reached in 1934-1935 with French in 44, German in 11, and Spanish in 31 high schools.

There were several times of severe slumps. The first, as we have seen, was in German in 1918-1919. The next occurred in 1924-1925 which struck all foreign languages. After a small increase in each modern language, and Latin had reached its peak, there came this slump. If the first can be explained by war psychosis, the second cannot. However, a quotation from an article in "School and Community" of that year, written by the Missouri Director of Vocational Educa-

tion is instructive. He says: "I should say that more attention should be given than in the past to provide a greater range of subjects in the high schools. Various types of vocational training should be offered, thus affording the student the education which will function in his future life." So far most of us could agree with him. But now the whole sinister purpose comes to light. He continues: "Eliminate much of the dead material in the high school course and substitute for it real live material that the student will learn about and that will bring larger returns in the future." Yes, he advised a greater range of subjects by elimination. What was the dead material that he persuaded many high schools to eliminate? Higher mathematics, music and art, and foreign languages; yes, anything that would give wings to the imagination and would sharpen the wits. How dead these other subjects were, is shown by the fact that the Director of Vocational Education did not wish to risk free competition with them. Consequently, he, through his representatives, persuaded many high schools to eliminate them. That is the explanation which school officials at that time gave for the elimination.

From that time on Latin has declined regularly from year to year. French and Spanish rose and fell intermittently until both likewise reached the lowest level since 1918-1919. Only German after years of ups and downs has increased to eleven schools in 1934-1935. Nearly all of these are first class high schools in larger towns with rather stable curriculum. The recent onslaught which affected French, Latin, and Spanish, and slowed up the reintroduction of German seems to have been caused by the blind economy drive, which valued dollars more than young human life and future citizenship. The over emphasis of the social sciences seems also to have helped the decline. Whatever the cause the results are the same—the lowest level of schools offering French, Latin, and Spanish.

A pertinent question is certainly in order: Have the foreign languages been given a square deal during and since the World War? The study also reveals a lack of consistent policy in the state. Languages were introduced on the coming of a new teacher or superintendent. Then the next year, if this person did not con-

tinue, the language was dropped again. That is especially true of the smaller schools. Is there a remedy for this uncertain and planless condition? It is a credit to the character of the teachers and teaching of foreign languages, that so much has been saved after 20 years of attack by those who have had an axe to grind. Will the foreign languages have a new deal from the new administration? or is there to be a still greater range of subjects obtained by elimination?

"SIGNS OF SPRING"

WHEN WINTER days are cold and drear
We look in vain for bits of cheer
And through the frosty windows peer
For signs of Spring.

Folks read and see and often hear
Of signs and prophets held most dear
But each one has his own, I fear
As signs of Spring.

The saucy robin's jaunty air
The flight of birds, through heavens fair
From zone to zone, we know not where
Are signs of Spring.

When children seek the gurgling brook
And have their slates and books forsook
There is no further need to look
For signs of Spring.

And boys come shouting in to mas
"Where are my marbles and my taws?"
This one's enough for all the pas
As signs of Spring.

The barefoot boys with freckled face
And rosy cheeks, they set the pace
Then all the rest just fall in place
As signs of Spring.

And when the boys begin to tease
And say, "I want to don my B. V. D's."
Altho I know I'll almost freeze"
'Tis sign of Spring.

When fathers say in tones emphatic
My fishing rod's gone from the attic
Which makes the air, quite tense with static
'Tis sign of Spring.

These are to us familiar sights
When boys begin to sail their kites
Tho keen March wind their noses bites
'Tis sign of Spring.

All these are signs, no doubt of yore
No need to further look for more
"Enough," you say, "before you bore,"
With signs of Spring.

All these and more I'm sure we see
But this one proves not false to be
When folks like me write poetry
I'm sure its Spring.

—Frieda Schaperkotter.

Home Room Parties

By Mrs. Agnes Langston

THE IDEA OF HAVING a series of home room parties at Jarrett Junior High School in Springfield grew out of the fact that two or three rather formal home room parties had proved very successful.

We felt that any plan which promised to give children a better opportunity to know and enjoy the experiences of others and to feel more at ease in various social relations would be very much worthwhile. Present day living demands that we know how to get along with people. Although our intimate associates are the people in our neighborhood or the ones with whom we are connected in a business or professional way, yet we cannot escape coming in contact with every type of person one way or another. And fortunate are those children whose school experiences make it easier for them to adjust themselves to varying conditions and to "get along" with people of different types.

We felt that this might be accomplished to some extent at Jarrett by a series of home room parties carefully planned and worked out with such a purpose in view. When Mr. Marshall, our principal, presented the plan to the Parent Teacher Association, they were very enthusiastic in their approval. They felt that such social affairs, rather formal in nature, would be beneficial to their children. The backward, self conscious child might learn to forget himself; the selfish child might learn to consider others; the clannish child might develop an interest in others not of his own little group; and the child unused to social customs might learn by experience how simple and easy it is after all to do the right thing if he just knows how.

Not only did the mothers approve the plan, but they offered to assist the home rooms in any way they could, particularly by helping plan and serve the refreshments and by giving financial aid from the PTA treasury to those groups who needed it.

The teachers, however, were not so optimistic. Wasn't it enough that we have a picnic for every class each spring? Didn't some members of each home room have more than enough social life at home?

Wouldn't the ones who could benefit most by the party stay away? Wouldn't the youngsters of Junior High School age turn entertainment or games of any kind into a boisterous play that would make a farce of anything dignified or formal.

The decision reached was that only those home rooms who wanted teas or parties should have them, and only those children who wanted to come to the parties should stay after school to do so. There was no compulsory idea about them at all.

Twelve of the twenty home rooms have had an afternoon tea and practically every member of each home room has come to his own home room party, and many of them have been invited guests to other parties.

Sometimes two or more home rooms have had theirs together. All the parties have been held from 4 to 5 o'clock so there has been time enough after school was dismissed to make the necessary preparations. Some have been in the home room itself, some in the cafeteria, but most of them in the large open space in front of the auditorium where there is plenty of room for the tea table and for games and where there is a piano for use in the programs.

When a home room had decided to have a party or a tea, and the day was set for it, the matter of guests came up. Always the home room mothers, two for each room, were invited, the teachers and usually one member from every home room not participating, all the presidents perhaps, or the secretaries.

The next thing was the invitation. Some used correct and formal cards, some clever little verses composed by members of the home room, and some just verbal invitations given in a cordial and pleasing manner.

Next came the problem of decorating. For those given at a holiday time—Christmas, Valentine Day, George Washington's Birthday—the decorations have been appropriate to the time and rather elaborate. For others there were just a few ferns and the long, lace covered, candle-light tea table. All preparations and decorations were done by the students themselves.

tion is instructive. He says: "I should say that more attention should be given than in the past to provide a greater range of subjects in the high schools. Various types of vocational training should be offered, thus affording the student the education which will function in his future life." So far most of us could agree with him. But now the whole sinister purpose comes to light. He continues: "Eliminate much of the dead material in the high school course and substitute for it real live material that the student will learn about and that will bring larger returns in the future." Yes, he advised a greater range of subjects by elimination. What was the dead material that he persuaded many high schools to eliminate? Higher mathematics, music and art, and foreign languages; yes, anything that would give wings to the imagination and would sharpen the wits. How dead these other subjects were, is shown by the fact that the Director of Vocational Education did not wish to risk free competition with them. Consequently, he, through his representatives, persuaded many high schools to eliminate them. That is the explanation which school officials at that time gave for the elimination.

From that time on Latin has declined regularly from year to year. French and Spanish rose and fell intermittently until both likewise reached the lowest level since 1918-1919. Only German after years of ups and downs has increased to eleven schools in 1934-1935. Nearly all of these are first class high schools in larger towns with rather stable curriculum. The recent onslaught which affected French, Latin, and Spanish, and slowed up the reintroduction of German seems to have been caused by the blind economy drive, which valued dollars more than young human life and future citizenship. The over emphasis of the social sciences seems also to have helped the decline. Whatever the cause the results are the same—the lowest level of schools offering French, Latin, and Spanish.

A pertinent question is certainly in order: Have the foreign languages been given a square deal during and since the World War? The study also reveals a lack of consistent policy in the state. Languages were introduced on the coming of a new teacher or superintendent. Then the next year, if this person did not con-

tinue, the language was dropped again. That is especially true of the smaller schools. Is there a remedy for this uncertain and planless condition? It is a credit to the character of the teachers and teaching of foreign languages, that so much has been saved after 20 years of attack by those who have had an axe to grind. Will the foreign languages have a new deal from the new administration? or is there to be a still greater range of subjects obtained by elimination?

"SIGNS OF SPRING"

WHEN WINTER days are cold and drear
We look in vain for bits of cheer
And through the frosty windows peer
For signs of Spring.

Folks read and see and often hear
Of signs and prophets held most dear
But each one has his own, I fear
As signs of Spring.

The saucy robin's jaunty air
The flight of birds, through heavens fair
From zone to zone, we know not where
Are signs of Spring.

When children seek the gurgling brook
And have their slates and books forsook
There is no further need to look
For signs of Spring.

And boys come shouting in to mas
"Where are my marbles and my taws?"
This one's enough for all the pas
As signs of Spring.

The barefoot boys with freckled face
And rosy cheeks, they set the pace
Then all the rest just fall in place
As signs of Spring.

And when the boys begin to tease
And say, "I want to don my B. V. D's."
Altho I know I'll almost freeze"
'Tis sign of Spring.

When fathers say in tones emphatic
My fishing rod's gone from the attic
Which makes the air, quite tense with static
'Tis sign of Spring.

These are to us familiar sights
When boys begin to sail their kites
Tho keen March wind their noses bites
'Tis sign of Spring.

All these are signs, no doubt of yore
No need to further look for more
"Enough," you say, "before you bore,"
With signs of Spring.

All these and more I'm sure we see
But this one proves not false to be
When folks like me write poetry
I'm sure its Spring.

—Frieda Schaperkotter.

Home Room Parties

By Mrs. Agnes Langston

THE IDEA OF HAVING a series of home room parties at Jarrett Junior High School in Springfield grew out of the fact that two or three rather formal home room parties had proved very successful.

We felt that any plan which promised to give children a better opportunity to know and enjoy the experiences of others and to feel more at ease in various social relations would be very much worthwhile. Present day living demands that we know how to get along with people. Although our intimate associates are the people in our neighborhood or the ones with whom we are connected in a business or professional way, yet we cannot escape coming in contact with every type of person one way or another. And fortunate are those children whose school experiences make it easier for them to adjust themselves to varying conditions and to "get along" with people of different types.

We felt that this might be accomplished to some extent at Jarrett by a series of home room parties carefully planned and worked out with such a purpose in view. When Mr. Marshall, our principal, presented the plan to the Parent Teacher Association, they were very enthusiastic in their approval. They felt that such social affairs, rather formal in nature, would be beneficial to their children. The backward, self conscious child might learn to forget himself; the selfish child might learn to consider others; the clannish child might develop an interest in others not of his own little group; and the child unused to social customs might learn by experience how simple and easy it is after all to do the right thing if he just knows how.

Not only did the mothers approve the plan, but they offered to assist the home rooms in any way they could, particularly by helping plan and serve the refreshments and by giving financial aid from the PTA treasury to those groups who needed it.

The teachers, however, were not so optimistic. Wasn't it enough that we have a picnic for every class each spring? Didn't some members of each home room have more than enough social life at home?

Wouldn't the ones who could benefit most by the party stay away? Wouldn't the youngsters of Junior High School age turn entertainment or games of any kind into a boisterous play that would make a farce of anything dignified or formal.

The decision reached was that only those home rooms who wanted teas or parties should have them, and only those children who wanted to come to the parties should stay after school to do so. There was no compulsory idea about them at all.

Twelve of the twenty home rooms have had an afternoon tea and practically every member of each home room has come to his own home room party, and many of them have been invited guests to other parties.

Sometimes two or more home rooms have had theirs together. All the parties have been held from 4 to 5 o'clock so there has been time enough after school was dismissed to make the necessary preparations. Some have been in the home room itself, some in the cafeteria, but most of them in the large open space in front of the auditorium where there is plenty of room for the tea table and for games and where there is a piano for use in the programs.

When a home room had decided to have a party or a tea, and the day was set for it, the matter of guests came up. Always the home room mothers, two for each room, were invited, the teachers and usually one member from every home room not participating, all the presidents perhaps, or the secretaries.

The next thing was the invitation. Some used correct and formal cards, some clever little verses composed by members of the home room, and some just verbal invitations given in a cordial and pleasing manner.

Next came the problem of decorating. For those given at a holiday time—Christmas, Valentine Day, George Washington's Birthday—the decorations have been appropriate to the time and rather elaborate. For others there were just a few ferns and the long, lace covered, candle-light tea table. All preparations and decorations were done by the students themselves.

When the guests arrived they passed down the receiving line, composed of home room officers and mothers and perhaps home room teachers. Greetings were given and introductions made by the students receiving, sometimes a bit hesitatingly and shyly, but always with a simple, sincere grace that was delightful.

Sometimes a program of music and readings was presented by members of the home room. Often contests were held and games were played. The entertainment was planned with two ideas in mind—that everyone should take part and that each one should talk with as many others as possible. Partners were changed often, conversation was stimulated in such a manner that all must participate and none sit back and look on.

In the more formal parties the refreshments were tea or punch (sometimes both) with little fancy cakes, numerous attractive and delicious sandwiches, sometimes also nuts and candies. Our foods classes have helped generously in preparing these good things to eat. The tea table was always pretty and the children poured tea and served punch as graciously as any mature hostess.

No effort was made to have the children come in party attire, for, of course, they must come after a day of school work with no chance to go home and "dress up." But the children were usually a bit better groomed on the party day than on other days.

We feel that these semi-formal affairs

have had several very definite results. They have helped students to get better acquainted with other members of their own room, and of other rooms. Jarrett is a democratic school. In our school elections a boy or a girl from a poor home is as apt to get an office as one from a wealthy home. And on the playground there is a happy mingling of all types of children in the games. But in these particular parties students met, in a more personal way, other students who did not happen to be their close associates and they became friendly with those whom they had not really known before.

These parties have given students a better knowledge of social customs through actual use of them—giving and receiving introductions, serving tea, and engaging in polite conversation. All these are little things, but terrifying sometimes, to those unused to them. There are always a few in each room who learn these social graces outside of school, but there are many who do not have the opportunity.

The children have been helped to feel at ease in a social situation. The next time they will feel freer and more at home, and they will have frequent occasions of the kind in Senior High School to which most of them will go.

The parties have been an activity in which the whole room has been interested and on which they have worked together as a group.

And best of all, everybody has had a good time.

THE HIGHWAYMEN

UPON OUR highroads and our lanes
The highwaymen come riding, riding,
But not as in the days of old
Astir at night, by day in hiding,
Nor on a sorrel, roan, nor gray
The highwaymen ride forth today.

No velvet suits in fancy lace
Nor flashing pistol butts adorn them,
And as for dirks and rapiers
I doubt not one and all would scorn them.
The style in which Dick Turpin rode
Though picturesque is out of mode.

The highwaymen come riding now,
Our glorious countryside despoiling
Nor care if with polluted hands
Our scenic beauty they are soiling:
Each billowing highway and each lane
They placard and for sordid gain.

They would cut your purse with tires or tea
Or harry you with pills and powders,
Would drag you to hotels or inns
Or beggar you with drinks and chowders—
Compared with such, we can but praise
The highwaymen of other days.

—C. H. Nowlin.

Meet the New Members of the State Department of Education



ASS'T STATE SUPT.
E. R. ADAMS



STATE SUPERINTENDENT
LLOYD W. KING



CHIEF CLERK AND
STATE DIRECTOR OF HIGH
SCHOOL SUPERVISORS
RUSSELL T. SCOBEE



STATE H. S. SUPERVISOR
EVERETT KEITH



STATE H. S. SUPERVISOR
U. L. RILEY



STATE DIRECTOR OF
RURAL EDUCATION
A. F. ELSEA

STATE SUPERINTENDENT LLOYD W. KING who assumed the duties of the office near the first of the year has nearly completed the selection of his assistants. He is to be congratulated on the high type of the personnel of his staff.

Superintendent King came into the office from the superintendency of the schools at Monroe City where he had served for a dozen years developing that school to a very high degree of efficiency. He is an alumnus of William Jewell College and of the University of Missouri, holding a Master's Degree from the latter.

E. R. ADAMS, Assistant State Superintendent of Schools

Mr. Adams goes into the State Department of Education from the superintendency at Chillicothe where he had served for four years. He is a graduate of the Teachers College at Maryville and holds an M. A. degree from the University of Missouri. In addition to other duties incident to the assistant superintendency, he will have direct charge of teacher training and certification.



RURAL SUPERVISOR FOR
N.W. DISTRICT
ROY W. DICE

When the guests arrived they passed down the receiving line, composed of home room officers and mothers and perhaps home room teachers. Greetings were given and introductions made by the students receiving, sometimes a bit hesitatingly and shyly, but always with a simple, sincere grace that was delightful.

Sometimes a program of music and readings was presented by members of the home room. Often contests were held and games were played. The entertainment was planned with two ideas in mind—that everyone should take part and that each one should talk with as many others as possible. Partners were changed often, conversation was stimulated in such a manner that all must participate and none sit back and look on.

In the more formal parties the refreshments were tea or punch (sometimes both) with little fancy cakes, numerous attractive and delicious sandwiches, sometimes also nuts and candies. Our foods classes have helped generously in preparing these good things to eat. The tea table was always pretty and the children poured tea and served punch as graciously as any mature hostess.

No effort was made to have the children come in party attire, for, of course, they must come after a day of school work with no chance to go home and "dress up." But the children were usually a bit better groomed on the party day than on other days.

We feel that these semi-formal affairs

have had several very definite results. They have helped students to get better acquainted with other members of their own room, and of other rooms. Jarrett is a democratic school. In our school elections a boy or a girl from a poor home is as apt to get an office as one from a wealthy home. And on the playground there is a happy mingling of all types of children in the games. But in these particular parties students met, in a more personal way, other students who did not happen to be their close associates and they became friendly with those whom they had not really known before.

These parties have given students a better knowledge of social customs through actual use of them—giving and receiving introductions, serving tea, and engaging in polite conversation. All these are little things, but terrifying sometimes, to those unused to them. There are always a few in each room who learn these social graces outside of school, but there are many who do not have the opportunity.

The children have been helped to feel at ease in a social situation. The next time they will feel freer and more at home, and they will have frequent occasions of the kind in Senior High School to which most of them will go.

The parties have been an activity in which the whole room has been interested and on which they have worked together as a group.

And best of all, everybody has had a good time.

THE HIGHWAYMEN

UPON OUR highroads and our lanes
The highwaymen come riding, riding,
But not as in the days of old
Astir at night, by day in hiding,
Nor on a sorrel, roan, nor gray
The highwaymen ride forth today.

No velvet suits in fancy lace
Nor flashing pistol butts adorn them,
And as for dirks and rapiers
I doubt not one and all would scorn them.
The style in which Dick Turpin rode
Though picturesque is out of mode.

The highwaymen come riding now,
Our glorious countryside despoiling
Nor care if with polluted hands
Our scenic beauty they are soiling:
Each billowing highway and each lane
They placard and for sordid gain.

They would cut your purse with tires or tea
Or harry you with pills and powders,
Would drag you to hotels or inns
Or beggar you with drinks and chowders—
Compared with such, we can but praise
The highwaymen of other days.

—C. H. Nowlin.

Meet the New Members of the State Department of Education



ASS'T STATE SUPT.
E. R. ADAMS



STATE SUPERINTENDENT
LLOYD W. KING



CHIEF CLERK AND
STATE DIRECTOR OF HIGH
SCHOOL SUPERVISORS
RUSSELL T. SCOBEE



STATE H. S. SUPERVISOR
EVERETT KEITH



STATE H. S. SUPERVISOR
U. L. RILEY



STATE DIRECTOR OF
RURAL EDUCATION
A. F. ELSEA

STATE SUPERINTENDENT LLOYD W. KING who assumed the duties of the office near the first of the year has nearly completed the selection of his assistants. He is to be congratulated on the high type of the personnel of his staff.

Superintendent King came into the office from the superintendency of the schools at Monroe City where he had served for a dozen years developing that school to a very high degree of efficiency. He is an alumnus of William Jewell College and of the University of Missouri, holding a Master's Degree from the latter.

E. R. ADAMS, Assistant State Superintendent of Schools

Mr. Adams goes into the State Department of Education from the superintendency at Chillicothe where he had served for four years. He is a graduate of the Teachers College at Maryville and holds an M. A. degree from the University of Missouri. In addition to other duties incident to the assistant superintendency, he will have direct charge of teacher training and certification.



RURAL SUPERVISOR FOR
N.W. DISTRICT
ROY W. DICE



RURAL SUPERVISOR FOR
CENTRAL DISTRICT
MRS. MARIORIE NEFF
HOY

**RUSSELL T. SCOBEE, Chief Clerk and State
Director of High School Supervision**

Mr. Scobee terminated twelve years of service as superintendent of schools at Paris to accept this position in the State Department of Education. Previously he had spent four years in the rural schools at Stoutsville and Chilli-cothe. He received his B. S. and M. A. Degrees from Missouri University and a Master of Arts and Administration Diploma from Teachers College, Columbia University, New York City.



STATE DIRECTOR OF MUSIC
LYTTON S. DAVIS

**EVERETT KEITH, State High School Super-
visor**

Mr. Keith hails from the superintendency of schools at Buffalo in Dallas County, but has spent the past two years as a student and instructor in the University of Missouri to which institution he came as a Gregory Scholar in Education. He is a graduate of the Teachers College at Springfield, has a Master's Degree from Missouri University and has completed all work for his Ph. D. save the finishing of his dissertation.

**A. F. ELSEA, State Director of Rural
Education**

Mr. Elsea is a native Missourian, a graduate of Teachers College at Kirksville, has an A. M. degree in education from George Peabody College for Teachers and has been a student at Missouri University and University of Chicago, having completed his residence work for his Ph. D. Degree. He has served four years as State Rural Supervisor for Northeast Missouri, has been a teacher of teacher training in both high school and college, and teacher, principal and superintendent in other schools.

U. L. RILEY, State High School Supervisor

Mr. Riley resigned the superintendency of schools at Fayette to accept this position in the State Department of Education. Previously he had served several years as head of the schools at Maitland. He is a graduate of the Teachers College at Maryville and has an M. A. Degree in School Administration from the University of Missouri. He has been active in teacher organization work, having served as President of the Fifth District State Teachers Association, President of the Northwest Missouri Athletic Association and as a member of the Board of Control of the State Athletic Association.

**H. B. MASTERSON, State High School Super-
visor**

Mr. Masterson is a graduate of Southeast Missouri Teachers College at Cape Girardeau. He has since done graduate work at the University of Iowa. For the past five years, Mr. Masterson has served as Superintendent at Hayti, Missouri, which position he resigned to become High School supervisor for Southeast Missouri.

**RAY T. EVANS, State Rural Supervisor for
the Southwest District**

Mr. Evans comes into the office of the State Superintendent of Schools from the county superintendency of St. Clair county, Missouri, in which position he has worked for eight years. Previously he had taught in the rural schools of St. Clair county. He is a graduate of Central State Teachers College and is a graduate student in the University of Mo.

W. G. DILLON, State High School Supervisor

Mr. Dillon is a native of Bates county. He was educated in the rural schools of that county, Butler Academy and Avalon College. In recent years he has done graduate work of the University of Missouri to the equivalent of an A. M. Degree. He has for several years been in the State Department of Education and is widely known throughout the state in both educational and political circles.

**ROY W. DICE, State Rural Supervisor of the
Northwest District**

Mr. Dice has spent the past twelve years as superintendent of schools at Prairie Hill and Jamesport, nine years in the latter. He is a graduate of Missouri Wesleyan College, has done graduate work at Northwestern and has a Master's Degree in Elementary Supervision from the University of Missouri.

MARJORIE NEFF HOY, State Rural Supervisor for the Central District

Mrs. Hoy was born and reared on a Missouri farm in Saline County, came up through the rural schools of that county and completed her high school and college work for the Bachelor's Degree in Missouri Valley College. Her teaching experience includes ten years of teaching in the rural schools and four years as county superintendent in her native county. From the latter position she comes into the State Department of Education.

G. G. ELY, Statistician

Mr. Ely is a graduate of Southwest Missouri Teachers College, at Springfield, Missouri. He has since done graduate work at

both the University of Colorado and the University of Missouri. Mr. Ely has served as Superintendent at Billings, Clever, and Humansville. He has also served as Principal at the Junior High School in Springfield, Missouri. Mr. Ely now holds the position of Statistician in the State Department of Public Schools.

LYTTON S. DAVIS, State Director of Music

Mr. Davis comes to the Department from several years of service as music director in the Monett schools where he has made an enviable record in his field. His music organizations have won many honors in district and state contests.

Webster County Teachers Organize

Lloyd L. Shelton

EARLY IN this year, the teachers of Webster County organized under a plan outlined by Mr. E. E. Neely, then high school inspector for this district. Superintendent H. H. McNabb of Marshfield was elected president of the town school systems group, while Mr. Perry Shook, county superintendent of schools, became ex officio head of the rural group. These groups are distinct organizations from the regular county division of the state teachers' association.

The two groups have functioned as a unit thus far, the reason for separate officials being that a meeting of either *could* be held should an occasion be of interest to one but not the other due to differences in rural and town situations.

The organization has two purposes in mind: (1) We wish, as a representative group of citizens, to make our influence felt in shaping legislation concerning education. (2) We want all teachers of the county to get acquainted with each other and to meet in a social way once a month. This year the emphasis was placed on the latter objective as being basic to the other, and because our legislators were already in harmony with our desires in regard to proposed legislation.

The first of the four social meetings held was at Seymour, with members taking part on the program; the second at Marshfield, Mr. H. P. Study, Superintendent of Springfield schools, being speaker; the third at Rogersville, when Mr. V. M. Hardin, principal of Reed Junior High School at Springfield, made the address; and the fourth was a picnic on

the banks of the James River north of Marshfield.

Typical of the first three was the meeting at Rogersville near Easter time. The sixty-five teachers present assembled in the gymnasium, and, under the direction of Miss Hazel Flett, were divided into four "families," the Cottontails, Longears, Hoppitys and Sunbbynoses. The four groups then spent a hilarious two hours contesting in pantomime, relays, quartets, joke telling, etc.

The fourth meeting was at 5:00 P. M. April 29 at the James River bridge. Amusements were horseshoe pitching, baseball, singing, hog calling and husband calling contests, and roasting weiners over the camp fire. At the short business meeting, Mr. McNabb was re-elected for the coming year and the third Monday in September set as the date for the first meeting. Mr. Sam A. Miller, Superintendent at Fordland, and his faculty having already volunteered as hosts.

In view of the depression felt by teachers, when many are paid less than the prevailing wage of unskilled labor, this organization has proved a surprising source of courage. Nothing else that has happened in the schools in the memory of this present writer has contributed so much to the feeling that here is truly a profession which may yet learn to make itself felt among the social forces. As the wine of Omar could,

"The four and twenty jarring sects confute"—so the smoke of a camp fire and a song sung at twilight did wonders to dispel the gloom that hangs over the school.



RURAL SUPERVISOR FOR
CENTRAL DISTRICT
MRS. MARIORIE NEFF
HOY

**RUSSELL T. SCOBEE, Chief Clerk and State
Director of High School Supervision**

Mr. Scobee terminated twelve years of service as superintendent of schools at Paris to accept this position in the State Department of Education. Previously he had spent four years in the rural schools at Stoutsville and Chilli-cothe. He received his B. S. and M. A. Degrees from Missouri University and a Master of Arts and Administration Diploma from Teachers College, Columbia University, New York City.



STATE DIRECTOR OF MUSIC
LYTTON S. DAVIS

**EVERETT KEITH, State High School Super-
visor**

Mr. Keith hails from the superintendency of schools at Buffalo in Dallas County, but has spent the past two years as a student and instructor in the University of Missouri to which institution he came as a Gregory Scholar in Education. He is a graduate of the Teachers College at Springfield, has a Master's Degree from Missouri University and has completed all work for his Ph. D. save the finishing of his dissertation.

**A. F. ELSEA, State Director of Rural
Education**

Mr. Elsea is a native Missourian, a graduate of Teachers College at Kirksville, has an A. M. degree in education from George Peabody College for Teachers and has been a student at Missouri University and University of Chicago, having completed his residence work for his Ph. D. Degree. He has served four years as State Rural Supervisor for Northeast Missouri, has been a teacher of teacher training in both high school and college, and teacher, principal and superintendent in other schools.

U. L. RILEY, State High School Supervisor

Mr. Riley resigned the superintendency of schools at Fayette to accept this position in the State Department of Education. Previously he had served several years as head of the schools at Maitland. He is a graduate of the Teachers College at Maryville and has an M. A. Degree in School Administration from the University of Missouri. He has been active in teacher organization work, having served as President of the Fifth District State Teachers Association, President of the Northwest Missouri Athletic Association and as a member of the Board of Control of the State Athletic Association.

**H. B. MASTERSON, State High School Super-
visor**

Mr. Masterson is a graduate of Southeast Missouri Teachers College at Cape Girardeau. He has since done graduate work at the University of Iowa. For the past five years, Mr. Masterson has served as Superintendent at Hayti, Missouri, which position he resigned to become High School supervisor for Southeast Missouri.

**RAY T. EVANS, State Rural Supervisor for
the Southwest District**

Mr. Evans comes into the office of the State Superintendent of Schools from the county superintendency of St. Clair county, Missouri, in which position he has worked for eight years. Previously he had taught in the rural schools of St. Clair county. He is a graduate of Central State Teachers College and is a graduate student in the University of Mo.

W. G. DILLON, State High School Supervisor

Mr. Dillon is a native of Bates county. He was educated in the rural schools of that county, Butler Academy and Avalon College. In recent years he has done graduate work of the University of Missouri to the equivalent of an A. M. Degree. He has for several years been in the State Department of Education and is widely known throughout the state in both educational and political circles.

**ROY W. DICE, State Rural Supervisor of the
Northwest District**

Mr. Dice has spent the past twelve years as superintendent of schools at Prairie Hill and Jamesport, nine years in the latter. He is a graduate of Missouri Wesleyan College, has done graduate work at Northwestern and has a Master's Degree in Elementary Supervision from the University of Missouri.

MARJORIE NEFF HOY, State Rural Supervisor for the Central District

Mrs. Hoy was born and reared on a Missouri farm in Saline County, came up through the rural schools of that county and completed her high school and college work for the Bachelor's Degree in Missouri Valley College. Her teaching experience includes ten years of teaching in the rural schools and four years as county superintendent in her native county. From the latter position she comes into the State Department of Education.

G. G. ELY, Statistician

Mr. Ely is a graduate of Southwest Missouri Teachers College, at Springfield, Missouri. He has since done graduate work at

both the University of Colorado and the University of Missouri. Mr. Ely has served as Superintendent at Billings, Clever, and Humansville. He has also served as Principal at the Junior High School in Springfield, Missouri. Mr. Ely now holds the position of Statistician in the State Department of Public Schools.

LYTTON S. DAVIS, State Director of Music

Mr. Davis comes to the Department from several years of service as music director in the Monett schools where he has made an enviable record in his field. His music organizations have won many honors in district and state contests.

Webster County Teachers Organize

Lloyd L. Shelton

EARLY IN this year, the teachers of Webster County organized under a plan outlined by Mr. E. E. Neely, then high school inspector for this district. Superintendent H. H. McNabb of Marshfield was elected president of the town school systems group, while Mr. Perry Shook, county superintendent of schools, became ex officio head of the rural group. These groups are distinct organizations from the regular county division of the state teachers' association.

The two groups have functioned as a unit thus far, the reason for separate officials being that a meeting of either *could* be held should an occasion be of interest to one but not the other due to differences in rural and town situations.

The organization has two purposes in mind: (1) We wish, as a representative group of citizens, to make our influence felt in shaping legislation concerning education. (2) We want all teachers of the county to get acquainted with each other and to meet in a social way once a month. This year the emphasis was placed on the latter objective as being basic to the other, and because our legislators were already in harmony with our desires in regard to proposed legislation.

The first of the four social meetings held was at Seymour, with members taking part on the program; the second at Marshfield, Mr. H. P. Study, Superintendent of Springfield schools, being speaker; the third at Rogersville, when Mr. V. M. Hardin, principal of Reed Junior High School at Springfield, made the address; and the fourth was a picnic on

the banks of the James River north of Marshfield.

Typical of the first three was the meeting at Rogersville near Easter time. The sixty-five teachers present assembled in the gymnasium, and, under the direction of Miss Hazel Flett, were divided into four "families," the Cottontails, Longears, Hoppitys and Sunbbynoses. The four groups then spent a hilarious two hours contesting in pantomime, relays, quartets, joke telling, etc.

The fourth meeting was at 5:00 P. M. April 29 at the James River bridge. Amusements were horseshoe pitching, baseball, singing, hog calling and husband calling contests, and roasting weiners over the camp fire. At the short business meeting, Mr. McNabb was re-elected for the coming year and the third Monday in September set as the date for the first meeting. Mr. Sam A. Miller, Superintendent at Fordland, and his faculty having already volunteered as hosts.

In view of the depression felt by teachers, when many are paid less than the prevailing wage of unskilled labor, this organization has proved a surprising source of courage. Nothing else that has happened in the schools in the memory of this present writer has contributed so much to the feeling that here is truly a profession which may yet learn to make itself felt among the social forces. As the wine of Omar could,

"The four and twenty jarring sects confute"—so the smoke of a camp fire and a song sung at twilight did wonders to dispel the gloom that hangs over the school.

The Denver Convention

A UNIQUE PROGRAM, with emphasis upon the jury-panel type of discussion, is being arranged by President Henry Lester Smith for the 73d annual convention of the National Education Association at Denver, Colorado, June 30-July 5.

At least eight topics will be treated by jury-panel. Six of the meetings devoted to this purpose will be sub-divisions of the general convention, so that all who are in attendance may have an opportunity to participate in the discussions in which they have particular interest. *The Needs of Adult Education*, *The Needs of Youth*, *Academic Freedom*, *The Economic Status of the Teacher*, *The Teacher as a Citizen*, *Education's Oldest Challenge—Character*, *Credit Unions*, and *The Teacher's Health* are the subjects around which this new method of convention discussion will center. Classroom teachers, school officers, and college specialists in the various fields will be represented on the panels.

Outstanding speakers on general session programs include United States Senator Edward P. Costigan, of Colorado; Bishop Francis J. McConnell of the Methodist Episcopal Church; Superintendent A. J. Stoddard, president of the Department of Superintendence; John H. Finley, associate editor, NEW YORK TIMES; Paul V. McNutt, Governor of Indiana; F. B. Knight, University of Iowa; Fred M. Hunter, chancellor, University of Denver; W. H. Kilpatrick, Teachers College, Columbia University.

Special conferences in connection with the convention include a meeting of lay friends of education in which representatives of school boards will participate. For the first time at an NEA convention, problems of education in the CCC Camps will be discussed. Plans for this conference are being prepared under the direction of L. W. Rogers, educational adviser of the Eighth Corps Area, Fort Sam Houston, Texas, and a former officer of the NEA.

Convention sessions will begin with a vesper service Sunday afternoon. Meetings of the Representative Assembly will begin on Tuesday morning. These sessions will be devoted entirely to business, no outside speakers being introduced except on Wednesday morning, when the business session will adjourn after the first hour.

Formal convention sessions will close with the evening meeting on July 4. The following day will be devoted largely to entertainment planned under the direction of Denver and Colorado teachers.

The Denver convention affords many interesting possibilities for combination with excursion tours to Rocky Mountain and other Western playgrounds, as well as opportunities for continued professional study. The principal higher institutions in Colorado and in some of the other Western states will feature

summer courses of practical help to teachers and school administrators. Some of the Colorado institutions will have an intermission in their summer sessions so that their students may attend the NEA convention.

Conventioners are advised to consult local ticket agents for summer excursion rates, which are lower than the usual convention rates. There will be no identification certificates for this meeting. The western railroads are featuring special summer tours by way of Denver, which may include points as far north as Skagway, Alaska, as far west as the Hawaiian Islands, and as far south as the Panama Canal. Information on Denver hotels may be obtained from M. E. Rowley, Convention Bureau, Denver, Colo.

TENTATIVE PROGRAM OF DENVER CONVENTION

Sunday, June 30, 5:00 p. m.—*Vesper Service*

Address—Francis J. McConnell, Resident Bishop, Methodist Episcopal Church, New York, N. Y.

Monday, July 1, 9:00 a. m.—*General Session*

Addresses of Welcome:

Mrs. Inez Johnson Lewis, State Supt. of Public Instruction, Denver, Colo.

Honorable Edwin C. Johnson, Governor of Colorado, Denver, Colo.

Response to Address of Welcome—Jesse H. Newlon, Past President of the NEA, Lincoln School, Teachers College, Columbia University, New York, N. Y.

NEEDS OF ADULT EDUCATION—Panel Discussion

Chairman: J. W. Studebaker, U. S. Commissioner of Education, Washington, D. C.

Members of the Panel:

Marguerite Burnett, State Director of Adult Education, Wilmington, Del.

Linda Eastman, Librarian, Cleveland Public Library, Cleveland, Ohio

Mrs. B. F. Langworthy, President, National Congress of Parents and Teachers, Winnetka, Ill.

Florence Hale, Past President of the NEA, Editor, THE GRADE TEACHER

Monday, July 1, 5:30 p. m.—*Life Membership Dinner in Honor of J. W. Crabtree, Secretary-Emeritus of the NEA.*

Presiding—Willis A. Sutton, Supt. of Schools, Atlanta, Ga., Past President of the NEA.

Monday, July 1, 8:15 p. m.—*General Session*

Address—Henry Lester Smith, President of the NEA, Dean, School of Education, University of Indiana

Tuesday, July 2, 9:00 a. m.—*First Business Session of the Representative Assembly, Entirely Devoted to Business*

Tuesday, July 2, 9:00 a. m.—*General Session*

Address—William H. Kilpatrick, Teachers College, Columbia University

Address—A. J. Stoddard, President, NEA Department of Superintendence, Supt. of Schools, Providence, R. I.

Tuesday, July 2, 8:00 p. m.—*General Session*

Address—Honorable Edward P. Costigan, U. S. Senator from Colorado

Address—John H. Finley, Associate Editor, NEW YORK TIMES

Wednesday, July 3, 9:00 a. m.—*Second Business Session of the Representative Assembly and General Session* (First hour devoted entirely to business. Last two hours to the General Session)

NEEDS OF YOUTH—Panel Discussion

Members of the Panel:

C. S. Marsh, American Council on Education, Washington, D. C.

Goodwin Watson, Columbia University, New York, N. Y.

LeRoy E. Cowles, University of Utah, Salt Lake City, Utah

Ernest D. Lewis, Secretary, NEA Department of Secondary Education, New York, N. Y.

Katherine Lenroot, Director, Children's Bureau, U. S. Dept. of Labor

Wednesday, July 3, 8:00 p. m.—The program for this evening will be devoted to six panel discussions. They include: Academic Freedom, Economic Status of the Teacher, The Teacher as a Citizen, Education's Oldest Challenge—Character, The Teacher's Health, and Credit Unions

I. ACADEMIC FREEDOM

Chairman: Mrs. F. Blanche Preble, Classroom Teacher, Chicago, Ill.

Members of the Panel:

Emily Tarbell, Classroom Teacher, Syracuse, N. Y.

Arvie Eldred, Secretary, New York State Teachers Association, Albany, N. Y.

H. M. Corning, Supt. of Schools, Colorado Springs, Colo.

II. ECONOMIC STATUS OF THE TEACHER

Chairman: B. R. Buckingham, Boston, Mass.

Members of the Panel:

Cornelia Adair, Elementary Principal, Richmond, Va.

Georgia Aiken, Classroom Teacher, Cincinnati, Ohio

Sara Ewing, Classroom Teacher, Indianapolis, Ind.

J. V. Breitwieser, University of North Dakota, University, N. Dak.

III. THE TEACHER AS A CITIZEN

Members of the Panel:

A. L. Threlkeld, Supt. of Schools, Denver, Colo.

Kate Frank, President, Oklahoma Classroom Teachers Association, Muskogee, Okla.

Daisy Lord, President, NEA Department of Classroom Teachers, Waterbury, Conn.

M. Emma Brookes, President, NEA Department of Elementary School Principals, Cleveland, Ohio

IV. EDUCATION'S OLDEST CHALLENGE—CHARACTER

Members of the Panel:

Charles Rice, Supt. of Schools, Portland, Ore.

R. C. T. Jacobs, Elementary Principal, Dallas, Texas

Lois Coffey Mossman, Teachers College, Columbia University, New York, N. Y.

Lee Kirkpatrick, Supt. of Schools, Paris, Ky.

V. CREDIT UNIONS

Chairman: Roy F. Bergengren, Managing Director, Credit Unions National Association, Boston, Mass.

Members of the Panel:

C. R. Orchard, Farm Credit Administration, Washington, D. C.

J. D. Williams, Principal, Avondale School, Birmingham, Ala.

VI. THE TEACHER'S HEALTH

Chairman: Thomas D. Wood, Teachers College, Columbia University, New York, N. Y.

Members of the Panel:

Mary D. Barnes, Secretary, NEA Department of Classroom Teachers, Elizabeth, N. J.

Thursday, July 4, 9:00 a. m.—*Third Business Session of the Representative Assembly, Devoted Entirely to Business*

Thursday, July 4, 9:00 a. m.—*General Session*
Address—F. B. Knight, University of Iowa, Iowa City, Iowa

Address—Fred M. Hunter, Chancellor, University of Denver, Denver, Colo.

Thursday, July 4, 8:00 p. m.—*General Session*
Address—Honorable Paul V. McNutt, Governor of Indiana, Indianapolis, Ind.

Report of Elections Committee

Introduction of New President

Adjournment

Friday, July 5—*Entertainment under Auspices of Denver and Colorado Teachers*

The Denver Convention

A UNIQUE PROGRAM, with emphasis upon the jury-panel type of discussion, is being arranged by President Henry Lester Smith for the 73d annual convention of the National Education Association at Denver, Colorado, June 30-July 5.

At least eight topics will be treated by jury-panel. Six of the meetings devoted to this purpose will be sub-divisions of the general convention, so that all who are in attendance may have an opportunity to participate in the discussions in which they have particular interest. *The Needs of Adult Education, The Needs of Youth, Academic Freedom, The Economic Status of the Teacher, The Teacher as a Citizen, Education's Oldest Challenge—Character, Credit Unions, and The Teacher's Health* are the subjects around which this new method of convention discussion will center. Classroom teachers, school officers, and college specialists in the various fields will be represented on the panels.

Outstanding speakers on general session programs include United States Senator Edward P. Costigan, of Colorado; Bishop Francis J. McConnell of the Methodist Episcopal Church; Superintendent A. J. Stoddard, president of the Department of Superintendence; John H. Finley, associate editor, *NEW YORK TIMES*; Paul V. McNutt, Governor of Indiana; F. B. Knight, University of Iowa; Fred M. Hunter, chancellor, University of Denver; W. H. Kilpatrick, Teachers College, Columbia University.

Special conferences in connection with the convention include a meeting of lay friends of education in which representatives of school boards will participate. For the first time at an NEA convention, problems of education in the CCC Camps will be discussed. Plans for this conference are being prepared under the direction of L. W. Rogers, educational adviser of the Eighth Corps Area, Fort Sam Houston, Texas, and a former officer of the NEA.

Convention sessions will begin with a vesper service Sunday afternoon. Meetings of the Representative Assembly will begin on Tuesday morning. These sessions will be devoted entirely to business, no outside speakers being introduced except on Wednesday morning, when the business session will adjourn after the first hour.

Formal convention sessions will close with the evening meeting on July 4. The following day will be devoted largely to entertainment planned under the direction of Denver and Colorado teachers.

The Denver convention affords many interesting possibilities for combination with excursion tours to Rocky Mountain and other Western playgrounds, as well as opportunities for continued professional study. The principal higher institutions in Colorado and in some of the other Western states will feature

summer courses of practical help to teachers and school administrators. Some of the Colorado institutions will have an intermission in their summer sessions so that their students may attend the NEA convention.

Conventioners are advised to consult local ticket agents for summer excursion rates, which are lower than the usual convention rates. There will be no identification certificates for this meeting. The western railroads are featuring special summer tours by way of Denver, which may include points as far north as Skagway, Alaska, as far west as the Hawaiian Islands, and as far south as the Panama Canal. Information on Denver hotels may be obtained from M. E. Rowley, Convention Bureau, Denver, Colo.

TENTATIVE PROGRAM OF DENVER CONVENTION

Sunday, June 30, 5:00 p. m.—*Vesper Service*

Address—Francis J. McConnell, Resident Bishop, Methodist Episcopal Church, New York, N. Y.

Monday, July 1, 9:00 a. m.—*General Session*

Addresses of Welcome:

Mrs. Inez Johnson Lewis, State Supt. of Public Instruction, Denver, Colo.

Honorable Edwin C. Johnson, Governor of Colorado, Denver, Colo.

Response to Address of Welcome—Jesse H. Newlon, Past President of the NEA, Lincoln School, Teachers College, Columbia University, New York, N. Y.

NEEDS OF ADULT EDUCATION—Panel Discussion

Chairman: J. W. Studebaker, U. S. Commissioner of Education, Washington, D. C.

Members of the Panel:

Marguerite Burnett, State Director of Adult Education, Wilmington, Del.

Linda Eastman, Librarian, Cleveland Public Library, Cleveland, Ohio

Mrs. B. F. Langworthy, President, National Congress of Parents and Teachers, Winnetka, Ill.

Florence Hale, Past President of the NEA, Editor, *THE GRADE TEACHER*

Monday, July 1, 5:30 p. m.—*Life Membership Dinner in Honor of J. W. Crabtree, Secretary-Emeritus of the NEA.*

Presiding—Willis A. Sutton, Supt. of Schools, Atlanta, Ga., Past President of the NEA.

Monday, July 1, 8:15 p. m.—*General Session*

Address—Henry Lester Smith, President of the NEA, Dean, School of Education, University of Indiana

Tuesday, July 2, 9:00 a. m.—*First Business Session of the Representative Assembly, Entirely Devoted to Business*

Tuesday, July 2, 9:00 a. m.—*General Session*

Address—William H. Kilpatrick, Teachers College, Columbia University

Address—A. J. Stoddard, President, NEA Department of Superintendence, Supt. of Schools, Providence, R. I.

Tuesday, July 2, 8:00 p. m.—*General Session*

Address—Honorable Edward P. Costigan, U. S. Senator from Colorado

Address—John H. Finley, Associate Editor, NEW YORK TIMES

Wednesday, July 3, 9:00 a. m.—*Second Business Session of the Representative Assembly and General Session* (First hour devoted entirely to business. Last two hours to the General Session)

NEEDS OF YOUTH—Panel Discussion

Members of the Panel:

C. S. Marsh, American Council on Education, Washington, D. C.

Goodwin Watson, Columbia University, New York, N. Y.

LeRoy E. Cowles, University of Utah, Salt Lake City, Utah

Ernest D. Lewis, Secretary, NEA Department of Secondary Education, New York, N. Y.

Katherine Lenroot, Director, Children's Bureau, U. S. Dept. of Labor

Wednesday, July 3, 8:00 p. m.—The program for this evening will be devoted to six panel discussions. They include: Academic Freedom, Economic Status of the Teacher, The Teacher as a Citizen, Education's Oldest Challenge—Character, The Teacher's Health, and Credit Unions

I. ACADEMIC FREEDOM

Chairman: Mrs. F. Blanche Preble, Classroom Teacher, Chicago, Ill.

Members of the Panel:

Emily Tarbell, Classroom Teacher, Syracuse, N. Y.

Arvie Eldred, Secretary, New York State Teachers Association, Albany, N. Y.

H. M. Corning, Supt. of Schools, Colorado Springs, Colo.

II. ECONOMIC STATUS OF THE TEACHER

Chairman: B. R. Buckingham, Boston, Mass.

Members of the Panel:

Cornelia Adair, Elementary Principal, Richmond, Va.

Georgia Aiken, Classroom Teacher, Cincinnati, Ohio

Sara Ewing, Classroom Teacher, Indianapolis, Ind.

J. V. Breitwieser, University of North Dakota, University, N. Dak.

III. THE TEACHER AS A CITIZEN

Members of the Panel:

A. L. Threlkeld, Supt. of Schools, Denver, Colo.

Kate Frank, President, Oklahoma Classroom Teachers Association, Muskogee, Okla.

Daisy Lord, President, NEA Department of Classroom Teachers, Waterbury, Conn.

M. Emma Brookes, President, NEA Department of Elementary School Principals, Cleveland, Ohio

IV. EDUCATION'S OLDEST CHALLENGE—CHARACTER

Members of the Panel:

Charles Rice, Supt. of Schools, Portland, Ore.

R. C. T. Jacobs, Elementary Principal, Dallas, Texas

Lois Coffey Mossman, Teachers College, Columbia University, New York, N. Y.

Lee Kirkpatrick, Supt. of Schools, Paris, Ky.

V. CREDIT UNIONS

Chairman: Roy F. Bergengren, Managing Director, Credit Unions National Association, Boston, Mass.

Members of the Panel:

C. R. Orchard, Farm Credit Administration, Washington, D. C.

J. D. Williams, Principal, Avondale School, Birmingham, Ala.

VI. THE TEACHER'S HEALTH

Chairman: Thomas D. Wood, Teachers College, Columbia University, New York, N. Y.

Members of the Panel:

Mary D. Barnes, Secretary, NEA Department of Classroom Teachers, Elizabeth, N. J.

Thursday, July 4, 9:00 a. m.—*Third Business Session of the Representative Assembly, Devoted Entirely to Business*

Thursday, July 4, 9:00 a. m.—*General Session*

Address—F. B. Knight, University of Iowa, Iowa City, Iowa

Address—Fred M. Hunter, Chancellor, University of Denver, Denver, Colo.

Thursday, July 4, 8:00 p. m.—*General Session*

Address—Honorable Paul V. McNutt, Governor of Indiana, Indianapolis, Ind.

Report of Elections Committee

Introduction of New President

Adjournment

Friday, July 5—*Entertainment under Auspices of Denver and Colorado Teachers*

"Professor" William Henry Lynch

Joel D. Bounous
presents a
study of one of
Missouri's most
picturesque
schoolmen.

IN FOUR YEARS will occur the one hundredth anniversary of the birth of one of Missouri's most beloved educators. This fact invites one to reflect and to consider the life and work of a man who distinguished himself in service to society and humanity. If it is true that we are hero worshippers, it is all the more necessary, as a consequence, that our hero be good, great, honest, strong, modest and loyal, for we use him as a guide in living.

The life of William Henry Lynch provides just such guidance and direction as is needed in life, not only for the young, but as well for the old. His life in old age was as typically worthy of emulation as was that of his earlier days.

Mr. Lynch was a native Missourian, having been born near Houston on a farm on September 6, 1839. He lived in Missouri all of his life except while he served four years in the Union Army of the Civil War. He was the son of David and Polly Ann Margaret (Fourt) Lynch.

The Lynch family is of Irish Ancestry and settled in what is now Lynchburg, Virginia. The name of Lynchburg incorporates the family name, traced to Henry and John Lynch who were among the founders.¹

David Lynch went to Texas county, Missouri, in 1823 where he operated saw mills on Piney River and carried on a lumber and timber business. He later also engaged in farming which he continued to do for many years. At the organization of Texas County he was appointed one of the judges of the county court and the court met in his residence for a number of years. At one time he served in the state legislature. He was a whig in politics and both he and his wife were members of the Methodist church. There were seven children born to the marriage, William Henry being the oldest.

There are no available records giving information in detail as to Professor Lynch's early life and elementary education. Papers in the family record state that David Lynch built a school house in the middle 1850's for his and his neighbor's children and paid his own son, William Henry, to teach the school. One may infer that William Henry, as the oldest child, had been taught by his own father or mother privately. In his later years, in speaking of his boyhood days, he mentioned the utter lack of educational ad-

vantages and whimsically related his unfamiliarity with "white sugar" and his great pleasure with his first "boughten" shoes.² His high school education was evidently almost finished when he entered the army of the Civil War, for in his diary of 1865 he mentions taking the entrance examinations and being admitted to the University of Missouri. All of his high school work was done in Lathrop Academy, operated by Dr. John H. Lathrop, twice president of Missouri University.

The period of the Civil War is an interesting episode in the life of Mr. Lynch, for on February 11, 1864, he purchased a pocket diary at Woodville, Alabama, on the title page of which appears the following entry: "W. H. Lynch Commissary Sgt., 32nd Missouri Regiment, Infantry Vols., 3rd Brigade, 1st Division, 15th Army Corps, Dep't Tennessee." This diary he kept faithfully throughout the remainder of the war, supplementing it with a second pocket volume for the year 1865. In his diary under date of April 24, 1864, is found the following:

"Sunday, Reg't remained in camp and did picket and guard duty. Day clear and pleasant. I was examined in military discipline for commission as Lieut."

It was May 16 of the same year that this entry was made:

"Monday, the Rebels evacuated Resaca, Georgia, night of the 15th, the enemy commenced leaving town. Our forces followed them in quick time. Camped near Lewis Ferry. Night cloudy and some rain. I received and accepted my commission. Detailed as A. Q. M. 32nd Mo."

Continuing through his diary there is found the following:

"November 6. Sunday. Regiment remained in camp near Vinings Station, Georgia. I was mustered in as 1st Lieut. Co. H. 32nd Mo. Vols. to date from 5th Nov., 1864. Day cloudy and wet."

After going with General Sherman on his renowned "March to the Sea" Lieutenant Lynch and his company marched northward to Washington, D. C., and on Friday May 26, 1865, this notation was made in his diary:

"Bat'l remained in camp; day cloudy and wet. I received a commission as Capt. Co. 'D.' Con. Bat'l. Received letter from C. A. stating that my father died on the morning of the 15th inst. at about 9 A. M. A few days before he was taken sick, the rebels took him, threatened to burn him to death if he did not produce his money. He gave them \$122.00, after which they took his three horses from him and loading them with plunder of all kinds from the house, left him with nothing but what he had on his back. I wrote to D. B. Lynch."

These brief excerpts taken from his diary give in his own words the various military promotions which he obtained during the middle twenties of his life. From Washington.

¹ Lynch family papers in possession of Miss Florence Lynch of Springfield, Mo., a daughter of W. H. Lynch.

² Mattie Bruffey, *Southwest Standard* (Teachers College Paper) October 9, 1924.

D. C., Captain Lynch led his company to Louisville, Kentucky, where the entire company after sunset of July 4th heard General Sherman in his speech of farewell. On that day Captain Lynch was Regimental officer of the day.³ The following appears for the date, July 18, 1865, in the diary of Captain Lynch:

"Bat'l was mustered out of the service of the U. S. A. by Capt. Alexander and left Louisville, Kentucky for St. Louis on the cars. Arrived at St. Louis on the morning of the 20th and went to Benton Bks. Day cloudy and wet. Saturday, July 22, 1865, Bat'l remained in barracks till 2 o'clock when they left for the paymaster in St. Louis, were paid and discharged. The Bat'l broke ranks for the last time. May each and every one live to enjoy the government he so nobly defended."

Throughout the duration of the war, Captain Lynch was a vigorous student and never ceased his scholastic preparation for the life he was to live should he survive the war. His diary is replete with insertions such as: "I read the *Life of Nathaniel Green*, Major General of the Revolutionary War." Under date of the 27th of January he "finished reading the *Life of Nathaniel Greene*." In the same manner appeared the titles, among others, which he read at night and as he would have respite from his duties: *Grecian and Roman History*; *The Lady of the Lake*; *Political Works of Thomas Payne*; *Goodrich's History of England*; *D. Campbell's Philosophy of Rhetoric*; *Gray's Poems*; *The Franconia Story* by Wallace. From the diary of Captain Lynch we learn also that he bought a newspaper as often as he came to a town large enough to support one. He also occasionally inserted in his diary that he had received a "large mail" from home including numerous home papers.

There is no doubt that Captain Lynch kept in mind what he would do when the war was over. While in Louisville, Kentucky, June 17, 1865, preparing the muster out rolls one finds this entry: "Wrote letter to C. H. Frost in regard to a school at Rolla." He evidently did not obtain the school, for on Saturday, July 29, 1865, he went, on being discharged, directly to Columbia, Missouri, and made all necessary arrangements with President Lathrop of the University to enter school there. Before the school year opened he went to Houston, Missouri, for a visit with his brother. On September 16, 1865, he made the following record: "I paid my tuition for the year 1865-66 at University of Missouri. Sept. 18, I started to school to the University of Mo. I commenced boarding at Dr. Lathrop's."

While he was in the university, Mr. Lynch studied zealously. From his diary we learn that his major interests were the Classic languages and Mathematics. He joined the Athenaeum Literary Society, and served as its president, critic, and counselor at various times. He records taking part in contests including debating and declamations of his literary society, besides sharing in the responsibilities of his church and Sunday school.

He remained in the university from August, 1865, until September, 1866, when he assumed the principalship of the Steelville Academy in Crawford County. He evidently returned to the university during the vacations of the next two years, for in 1868 he received the A.M. degree from Missouri University. He became superintendent at Salem, Missouri, in 1873, and at Mountain Grove in 1887. In 1895 he had charge of the schools in West Plains but stayed only three years and returned to Mountain Grove where he stayed until 1904. The next three years he was in charge of the schools at Cabool. From 1907 to 1910 he was superintendent at Ozark, going from there to his last fourteen years of educational service, in the State Teachers College at Springfield.

Professor Lynch's Life Parallels Missouri's Educational History

The story of the life and work of Professor Lynch parallels in a rare manner the history of education in Missouri. Prior to 1839, the year of his birth, Missouri had provided in various ways, through the constitution of 1821 and through acts of the legislature, for public education.⁴ In 1839, again in the year of Mr. Lynch's birth, the General Assembly passed an act establishing the University of Missouri, and creating the office of state superintendent of common schools.⁵ In 1853 when Mr. Lynch was 14 years old, the General Assembly revised the school laws again, providing for the office of county commissioner and allowing for more local initiative in establishing schools. The validity of this act held over until the period of the war and until superseded by the new constitution of 1865. It is under the act of 1853 that Mr. Lynch did his first teaching in a rural school in Texas County in Missouri.

With the coming of the Civil War and the consequent disorganization of society, little was done in the matter of public education. During this period of four years Mr. Lynch was in the army and this represents the only period when he did not reside in Missouri. It is also during this period, in 1856, that the Missouri State Teachers Association was organized;⁶ that Normal Classes were organized in the St. Louis city system for the training of teachers in 1854;⁷ that a uniform elementary curriculum for the schools was suggested by State Superintendent Davis in 1855. Here "It is interesting to note that in the general directions of the circular, Superintendent Davis insisted upon a total abandonment of 'loud studying' or the 'swinging and singing' process of 'getting lessons.'"⁸

In 1865 in the early reconstruction days, Missouri adopted a new constitution and provided for some important school legislation. These provisions were "never carried out and were destined to a short life."⁹ They pro-

4, 5 Fair, Eugene—*Public Administration in Missouri*, pp. 85-95, 95-99.

6, 7, 8, 9 Phillips, C. A., *A History of Education in Missouri*, pp. 243, 224, 11, 17.

3. Diary, Tuesday, July 4, 1865.

"Professor" William Henry Lynch

Joel D. Bounous
presents a
study of one of
Missouri's most
picturesque
schoolmen.

IN FOUR YEARS will occur the one hundredth anniversary of the birth of one of Missouri's most beloved educators. This fact invites one to reflect and to consider the life and work of a man who distinguished himself in service to society and humanity. If it is true that we are hero worshippers, it is all the more necessary, as a consequence, that our hero be good, great, honest, strong, modest and loyal, for we use him as a guide in living.

The life of William Henry Lynch provides just such guidance and direction as is needed in life, not only for the young, but as well for the old. His life in old age was as typically worthy of emulation as was that of his earlier days.

Mr. Lynch was a native Missourian, having been born near Houston on a farm on September 6, 1839. He lived in Missouri all of his life except while he served four years in the Union Army of the Civil War. He was the son of David and Polly Ann Margaret (Fourt) Lynch.

The Lynch family is of Irish Ancestry and settled in what is now Lynchburg, Virginia. The name of Lynchburg incorporates the family name, traced to Henry and John Lynch who were among the founders.¹

David Lynch went to Texas county, Missouri, in 1823 where he operated saw mills on Piney River and carried on a lumber and timber business. He later also engaged in farming which he continued to do for many years. At the organization of Texas County he was appointed one of the judges of the county court and the court met in his residence for a number of years. At one time he served in the state legislature. He was a whig in politics and both he and his wife were members of the Methodist church. There were seven children born to the marriage, William Henry being the oldest.

There are no available records giving information in detail as to Professor Lynch's early life and elementary education. Papers in the family record state that David Lynch built a school house in the middle 1850's for his and his neighbor's children and paid his own son, William Henry, to teach the school. One may infer that William Henry, as the oldest child, had been taught by his own father or mother privately. In his later years, in speaking of his boyhood days, he mentioned the utter lack of educational ad-

vantages and whimsically related his unfamiliarity with "white sugar" and his great pleasure with his first "boughten" shoes.² His high school education was evidently almost finished when he entered the army of the Civil War, for in his diary of 1865 he mentions taking the entrance examinations and being admitted to the University of Missouri. All of his high school work was done in Lathrop Academy, operated by Dr. John H. Lathrop, twice president of Missouri University.

The period of the Civil War is an interesting episode in the life of Mr. Lynch, for on February 11, 1864, he purchased a pocket diary at Woodville, Alabama, on the title page of which appears the following entry: "W. H. Lynch Commissary Sgt., 32nd Missouri Regiment, Infantry Vols., 3rd Brigade, 1st Division, 15th Army Corps, Dep't Tennessee." This diary he kept faithfully throughout the remainder of the war, supplementing it with a second pocket volume for the year 1865. In his diary under date of April 24, 1864, is found the following:

"Sunday, Reg't remained in camp and did picket and guard duty. Day clear and pleasant. I was examined in military discipline for commission as Lieut."

It was May 16 of the same year that this entry was made:

"Monday, the Rebels evacuated Resaca, Georgia, night of the 15th, the enemy commenced leaving town. Our forces followed them in quick time. Camped near Lewis Ferry. Night cloudy and some rain. I received and accepted my commission. Detailed as A. Q. M. 32nd Mo."

Continuing through his diary there is found the following:

"November 6. Sunday. Regiment remained in camp near Vinings Station, Georgia. I was mustered in as 1st Lieut. Co. H. 32nd Mo. Vols. to date from 5th Nov., 1864. Day cloudy and wet."

After going with General Sherman on his renowned "March to the Sea" Lieutenant Lynch and his company marched northward to Washington, D. C., and on Friday May 26, 1865, this notation was made in his diary:

"Bat'l remained in camp; day cloudy and wet. I received a commission as Capt. Co. 'D.' Con. Bat'l. Received letter from C. A. stating that my father died on the morning of the 15th inst. at about 9 A. M. A few days before he was taken sick, the rebels took him, threatened to burn him to death if he did not produce his money. He gave them \$122.00, after which they took his three horses from him and loading them with plunder of all kinds from the house, left him with nothing but what he had on his back. I wrote to D. B. Lynch."

These brief excerpts taken from his diary give in his own words the various military promotions which he obtained during the middle twenties of his life. From Washington.

¹ Lynch family papers in possession of Miss Florence Lynch of Springfield, Mo., a daughter of W. H. Lynch.

² Mattie Bruffey, *Southwest Standard* (Teachers College Paper) October 9, 1924.

D. C., Captain Lynch led his company to Louisville, Kentucky, where the entire company after sunset of July 4th heard General Sherman in his speech of farewell. On that day Captain Lynch was Regimental officer of the day.³ The following appears for the date, July 18, 1865, in the diary of Captain Lynch:

"Bat'l was mustered out of the service of the U. S. A. by Capt. Alexander and left Louisville, Kentucky for St. Louis on the cars. Arrived at St. Louis on the morning of the 20th and went to Benton Bks. Day cloudy and wet. Saturday, July 22, 1865, Bat'l remained in barracks till 2 o'clock when they left for the paymaster in St. Louis, were paid and discharged. The Bat'l broke ranks for the last time. May each and every one live to enjoy the government he so nobly defended."

Throughout the duration of the war, Captain Lynch was a vigorous student and never ceased his scholastic preparation for the life he was to live should he survive the war. His diary is replete with insertions such as: "I read the *Life of Nathaniel Green*, Major General of the Revolutionary War." Under date of the 27th of January he "finished reading the *Life of Nathaniel Greene*." In the same manner appeared the titles, among others, which he read at night and as he would have respite from his duties: *Grecian and Roman History*; *The Lady of the Lake*; *Political Works of Thomas Payne*; *Goodrich's History of England*; *D. Campbell's Philosophy of Rhetoric*; *Gray's Poems*; *The Franconia Story* by Wallace. From the diary of Captain Lynch we learn also that he bought a newspaper as often as he came to a town large enough to support one. He also occasionally inserted in his diary that he had received a "large mail" from home including numerous home papers.

There is no doubt that Captain Lynch kept in mind what he would do when the war was over. While in Louisville, Kentucky, June 17, 1865, preparing the muster out rolls one finds this entry: "Wrote letter to C. H. Frost in regard to a school at Rolla." He evidently did not obtain the school, for on Saturday, July 29, 1865, he went, on being discharged, directly to Columbia, Missouri, and made all necessary arrangements with President Lathrop of the University to enter school there. Before the school year opened he went to Houston, Missouri, for a visit with his brother. On September 16, 1865, he made the following record: "I paid my tuition for the year 1865-66 at University of Missouri. Sept. 18, I started to school to the University of Mo. I commenced boarding at Dr. Lathrop's."

While he was in the university, Mr. Lynch studied zealously. From his diary we learn that his major interests were the Classic languages and Mathematics. He joined the Athenaeum Literary Society, and served as its president, critic, and counselor at various times. He records taking part in contests including debating and declamations of his literary society, besides sharing in the responsibilities of his church and Sunday school.

He remained in the university from August, 1865, until September, 1866, when he assumed the principalship of the Steelville Academy in Crawford County. He evidently returned to the university during the vacations of the next two years, for in 1868 he received the A.M. degree from Missouri University. He became superintendent at Salem, Missouri, in 1873, and at Mountain Grove in 1887. In 1895 he had charge of the schools in West Plains but stayed only three years and returned to Mountain Grove where he stayed until 1904. The next three years he was in charge of the schools at Cabool. From 1907 to 1910 he was superintendent at Ozark, going from there to his last fourteen years of educational service, in the State Teachers College at Springfield.

Professor Lynch's Life Parallels Missouri's Educational History

The story of the life and work of Professor Lynch parallels in a rare manner the history of education in Missouri. Prior to 1839, the year of his birth, Missouri had provided in various ways, through the constitution of 1821 and through acts of the legislature, for public education.⁴ In 1839, again in the year of Mr. Lynch's birth, the General Assembly passed an act establishing the University of Missouri, and creating the office of state superintendent of common schools.⁵ In 1853 when Mr. Lynch was 14 years old, the General Assembly revised the school laws again, providing for the office of county commissioner and allowing for more local initiative in establishing schools. The validity of this act held over until the period of the war and until superseded by the new constitution of 1865. It is under the act of 1853 that Mr. Lynch did his first teaching in a rural school in Texas County in Missouri.

With the coming of the Civil War and the consequent disorganization of society, little was done in the matter of public education. During this period of four years Mr. Lynch was in the army and this represents the only period when he did not reside in Missouri. It is also during this period, in 1856, that the Missouri State Teachers Association was organized;⁶ that Normal Classes were organized in the St. Louis city system for the training of teachers in 1854;⁷ that a uniform elementary curriculum for the schools was suggested by State Superintendent Davis in 1855. Here "It is interesting to note that in the general directions of the circular, Superintendent Davis insisted upon a total abandonment of 'loud studying' or the 'swinging and singing' process of 'getting lessons.'"⁸

In 1865 in the early reconstruction days, Missouri adopted a new constitution and provided for some important school legislation. These provisions were "never carried out and were destined to a short life."⁹ They pro-

4, 5 Fair, Eugene—*Public Administration in Missouri*, pp. 85-95, 95-99.

6, 7, 8, 9 Phillips, C. A., *A History of Education in Missouri*, pp. 243, 224, 11, 17.

3. Diary, Tuesday, July 4, 1865.

vided for the re-establishment of the office of state superintendent, for definite certification of teachers, and for the free education of colored children. Under the provision of this act also Mr. Lynch began his first academy work at Steelville in Crawford County. A circular announcing the opening of the school year of September, 1866, says that it was "under the care of the St. Louis Presbytery of the C. P. Church" with the Rev. W. P. Renick as Professor of Mental and Natural Science and Literature, and William H. Lynch as Professor of Ancient Languages and Mathematics. This was also advertised as the twenty-sixth term and that it would continue for twenty weeks.

The course of instruction contained in the same circular divides the pupils into the following classes: First Class, containing the first and second readers; Second Class, containing the third and fourth readers; Sub-Freshman Class, containing the fifth reader. These classes pursued the work of what we now call the first eight grades, and at that time were designated as the Primary Department. The department called the Academy was divided into the Freshmen, Sophomore, Junior, and Senior Classes.

Following is the course of instruction for 1866:

PRIMARY DEPARTMENT FIRST CLASS

Spelling ----- Webster
Reading, First and Second ----- McGuffey
Primary Arithmetic ----- Ray
Writing -----

Tuition, ----- \$7.50 per Session

SECOND CLASS

Reading, Third and Fourth ----- McGuffey
Primary Grammar ----- Pinneo
Primary Geography ----- Monteith
Practical Arithmetic ----- Ray
Juvenile Philosophy ----- Parker

Spelling and Writing Continued -----

Tuition, ----- \$8.50 per Session

SUB-FRESHMAN CLASS

Reading, Fifth ----- McGuffey
English Grammar ----- Pinneo
Modern Geography ----- Monteith
Arithmetic, Continued ----- Ray
Elementary Algebra ----- Davies
Philosophy, First Lessons ----- Parker
Latin—Spencer's Lessons, Bullion's Gr. and Caesar

Greek—Lessons, Reader and Grammar Bullion

Declamation and Composition -----

Tuition, ----- \$10 per Session

ACADEMIC DEPARTMENT

FRESHMAN CLASS

Analytical Grammar ----- Clark
Natural Philosophy ----- Parker
History, United States ----- Willard
Latin—Bullion's Sallust, Anthon's Virgil, and Gould's Livy
Greek—Xenophon's Anabasis, Odes of Anacreon, Cyropedia, and Testament

UNIVERSITY OF MISSOURI

JUNE 10, 1866

For information

THEO. W. H. IRION, DEAN

101 JESSE HALL

Mathematics—Ray's Arithmetic, Loomis' Algebra finished, and Geometry
Declamation and Composition
Tuition, ----- \$15 per Session

SOPHOMORE CLASS

Willard's Universal History.
Latin—Livy and Anthon's Horace.
Greek—Herodotus, Thucydides, Xenophon's Memorabilia, Demosthenes and Testament.
Mathematics—Logarithms, Loomis' Trigonometry, Surveying, Mensuration, Navigation, Analytical Geometry, Differential and Integral Calculus.
Declamation and Composition.
Tuition ----- \$18 per Session

JUNIOR CLASS

Latin—Horace finished.
Greek—Aristotle, Thucydides, and Testament.
Mathematics—Mechanics, Optics, Acoustics, and Astronomy.
Physics and Chemistry—Natural Philosophy, and Chemistry.
English Language And Literature—Original Speeches, and Composition.
Tuition, ----- \$20 per Session

SENIOR CLASS

Ancient And Classical Geography.
Moral And Political Science—Logic, Mental Philosophy, and Political Economy.
Natural Science—Anatomy, Physiology, Geology, Mineralogy, Botany, Natural History, etc.
English Language And Literature—Rhetoric, Aesthetics, History, General Philology, Harrison on the English Language, Original Speeches, and Composition.
Latin—Cicero de Oratore.
Tuition, ----- \$20 per Session

The announcement contained the information that no deduction would be made for absence, after entering, except in case of protracted illness of two weeks or more. The government of the school as advertised "would be mild, parental and decisive. Each student must come under the strictest possible mental discipline, and be subject to the most rigorous mental and moral training." There were also to be competent assistants.¹⁰

¹⁰ Steelville Academy Course of Study, 1866 (in possession of Miss Florence Lynch).

SUMMER SESSION 1935

AUGUST 2

For write to

N. DE OF SUMMER SESSION

ALLIBIA, MISSOURI

In the Steelville school we find the course of study, the organization of the school, and the disciplinary measures in vogue at the period immediately following the Civil War and before the adoption of the present constitution of Missouri in 1875. Mr. W. T. Carrington describes the numerous academies of the post Civil War period as follows: "Just after the war, there were many young people (over twenty years of age) who had been denied school opportunities for four years or more. They could not be assimilated in the grades of the home public schools. Without any special guidance the people met the situation by operating so-called academies in connection with their public schools. Many of these were in the open country as well as in the towns and villages. I attended one in the open country from 1867 to 1871 and was prepared to enter the sophomore class of the best college at that time in the state. All public school work at that time was limited to the grades, and all those who attended the academy paid tuition.

"If memory serves me right, and I have no doubt of it, the citizens of Salem, by private subscription, erected an addition to the public school. The public school board then employed Mr. Lynch to take charge of the public schools and paid him all the money it could raise by taxation. He secured all assistants necessary to operate the public school and academy. He collected tuition from every student of the academy. With some modifications he carried the same plan to Mountain Grove and to West Plains, and continued it long after nearly all sizeable towns had developed high schools supported by taxation and by tuition from non-resident pupils."¹¹

In 1873 Mr. Lynch was elected to the position of director of the schools of Salem, Missouri. With slight variations he operated that system in the same manner as he had at Steelville. In 1887 he transferred to Mountain Grove, Missouri. There he stayed eight years, going to West Plains under similar conditions in 1895. With the exception of establishing a so-called college there in 1896, Mr. Lynch conducted the school in much the same way as in the places where he had previously been. A letter head, under date of 1896, bears the following information: "Office of the West Plains College, W. H. Lynch, A. M. President. College course with complete Business and

Shorthand Departments. Special attention given to the preparation of teachers for the public schools."

Mr. Lynch remained in West Plains only three years, when he returned to Mountain Grove, this time as superintendent of the high school. He was in the Cabool high school next for three years, then at Ozark until 1910 when he accepted a place with the Southwest Missouri State Teachers' College.

From 1866 until 1899 Mr. Lynch continued in the work of the academies. But during the two decades from 1876 to 1896 great changes came in the public educational system in Missouri, especially as regarded secondary education. The high school and its work became so clearly defined, especially in its work of preparing the students for college, that the academy was left in the background. Mr. Lynch somewhat reluctantly gave up his cherished work in the academies to take his place as superintendent as we understand the term today. Later in his years as "School Visitor" for the Teachers' College he zealously encouraged the establishment of high schools wherever necessity and reason seemed to demand them.

Mr. Lynch saw the earliest efforts in the establishment of teacher-training in Missouri. The first of these efforts originated in the St. Louis public schools and led to the foundation of Harris Teachers' College there.¹² Joseph Baldwin also pioneered in establishing a private normal school at Kirksville in 1867.¹³ From these beginnings the legislature made possible the first two normals at Kirksville and Warrensburg in 1870 and at Cape Girardeau in 1873. In 1905 legislation provided for the Maryville and Springfield normals.¹⁴ It was in the latter that Mr. Lynch accepted the position of "School Visitor," in 1910.

The term, "School Visitor," may need an explanation, especially as it concerns the work of Mr. Lynch in that capacity. The Normal School was at that time only four years old. Many students in the rural high schools were ignorant of the existence of a normal school at Springfield, there being no radios, few newspapers in the rural home, few automobiles and poor roads. His job resolved itself not so much in converting the rural and village high school graduates to the idea of pursuing higher education, as in letting them know where they might do so. A newspaper story of the first year's work of Mr. Lynch says: "There are twenty-one counties in the Fourth Normal District. Nearly every school of any importance in these counties was visited by Mr. Lynch during his first year. He has no fixed rule in carrying on his work. He goes over the district and visits schools where he thinks his suggestions will be of help to the teachers

¹² Carrington, W. T. *History of Education in Missouri*.

¹³ Ibid.

¹⁴ Hill, Clyde M., *A Decade of Progress in Teacher Training*.

¹¹ Personal letter to writer February 4, 1935.

vided for the re-establishment of the office of state superintendent, for definite certification of teachers, and for the free education of colored children. Under the provision of this act also Mr. Lynch began his first academy work at Steelville in Crawford County. A circular announcing the opening of the school year of September, 1866, says that it was "under the care of the St. Louis Presbytery of the C. P. Church" with the Rev. W. P. Renick as Professor of Mental and Natural Science and Literature, and William H. Lynch as Professor of Ancient Languages and Mathematics. This was also advertised as the twenty-sixth term and that it would continue for twenty weeks.

The course of instruction contained in the same circular divides the pupils into the following classes: First Class, containing the first and second readers; Second Class, containing the third and fourth readers; Sub-Freshman Class, containing the fifth reader. These classes pursued the work of what we now call the first eight grades, and at that time were designated as the Primary Department. The department called the Academy was divided into the Freshmen, Sophomore, Junior, and Senior Classes.

Following is the course of instruction for 1866:

PRIMARY DEPARTMENT FIRST CLASS

Spelling ----- Webster
Reading, First and Second ----- McGuffey
Primary Arithmetic ----- Ray
Writing -----

Tuition, ----- \$7.50 per Session

SECOND CLASS

Reading, Third and Fourth ----- McGuffey
Primary Grammar ----- Pinneo
Primary Geography ----- Monteith
Practical Arithmetic ----- Ray
Juvenile Philosophy ----- Parker

Spelling and Writing Continued -----

Tuition, ----- \$8.50 per Session

SUB-FRESHMAN CLASS

Reading, Fifth ----- McGuffey
English Grammar ----- Pinneo
Modern Geography ----- Monteith
Arithmetic, Continued ----- Ray
Elementary Algebra ----- Davies
Philosophy, First Lessons ----- Parker
Latin—Spencer's Lessons, Bullion's Gr. and Caesar

Greek—Lessons, Reader and Grammar Bullion

Declamation and Composition -----

Tuition, ----- \$10 per Session

ACADEMIC DEPARTMENT

FRESHMAN CLASS

Analytical Grammar ----- Clark
Natural Philosophy ----- Parker
History, United States ----- Willard
Latin—Bullion's Sallust, Anthon's Virgil, and Gould's Livy
Greek—Xenophon's Anabasis, Odes of Anacreon, Cyropedia, and Testament

UNIVERSITY OF MISSOURI

JUNE 10, 1866

For information

THEO. W. H. IRION, DEAN

101 JESSE HALL

Mathematics—Ray's Arithmetic, Loomis' Algebra finished, and Geometry
Declamation and Composition
Tuition, ----- \$15 per Session

SOPHOMORE CLASS

Willard's Universal History.
Latin—Livy and Anthon's Horace.
Greek—Herodotus, Thucydides, Xenophon's Memorabilia, Demosthenes and Testament.
Mathematics—Logarithms, Loomis' Trigonometry, Surveying, Mensuration, Navigation, Analytical Geometry, Differential and Integral Calculus.
Declamation and Composition.
Tuition ----- \$18 per Session

JUNIOR CLASS

Latin—Horace finished.
Greek—Aristotle, Thucydides, and Testament.
Mathematics—Mechanics, Optics, Acoustics, and Astronomy.
Physics and Chemistry—Natural Philosophy, and Chemistry.
English Language And Literature—Original Speeches, and Composition.
Tuition, ----- \$20 per Session

SENIOR CLASS

Ancient And Classical Geography.
Moral And Political Science—Logic, Mental Philosophy, and Political Economy.
Natural Science—Anatomy, Physiology, Geology, Mineralogy, Botany, Natural History, etc.
English Language And Literature—Rhetoric, Aesthetics, History, General Philology, Harrison on the English Language, Original Speeches, and Composition.
Latin—Cicero de Oratore.
Tuition, ----- \$20 per Session

The announcement contained the information that no deduction would be made for absence, after entering, except in case of protracted illness of two weeks or more. The government of the school as advertised "would be mild, parental and decisive. Each student must come under the strictest possible mental discipline, and be subject to the most rigorous mental and moral training." There were also to be competent assistants.¹⁰

¹⁰ Steelville Academy Course of Study, 1866 (in possession of Miss Florence Lynch).

SUMMER SESSION 1935

AUGUST 2

For write to

N. DE OF SUMMER SESSION

ALLIBIA, MISSOURI

In the Steelville school we find the course of study, the organization of the school, and the disciplinary measures in vogue at the period immediately following the Civil War and before the adoption of the present constitution of Missouri in 1875. Mr. W. T. Carrington describes the numerous academies of the post Civil War period as follows: "Just after the war, there were many young people (over twenty years of age) who had been denied school opportunities for four years or more. They could not be assimilated in the grades of the home public schools. Without any special guidance the people met the situation by operating so-called academies in connection with their public schools. Many of these were in the open country as well as in the towns and villages. I attended one in the open country from 1867 to 1871 and was prepared to enter the sophomore class of the best college at that time in the state. All public school work at that time was limited to the grades, and all those who attended the academy paid tuition.

"If memory serves me right, and I have no doubt of it, the citizens of Salem, by private subscription, erected an addition to the public school. The public school board then employed Mr. Lynch to take charge of the public schools and paid him all the money it could raise by taxation. He secured all assistants necessary to operate the public school and academy. He collected tuition from every student of the academy. With some modifications he carried the same plan to Mountain Grove and to West Plains, and continued it long after nearly all sizeable towns had developed high schools supported by taxation and by tuition from non-resident pupils."¹¹

In 1873 Mr. Lynch was elected to the position of director of the schools of Salem, Missouri. With slight variations he operated that system in the same manner as he had at Steelville. In 1887 he transferred to Mountain Grove, Missouri. There he stayed eight years, going to West Plains under similar conditions in 1895. With the exception of establishing a so-called college there in 1896, Mr. Lynch conducted the school in much the same way as in the places where he had previously been. A letter head, under date of 1896, bears the following information: "Office of the West Plains College, W. H. Lynch, A. M. President. College course with complete Business and

Shorthand Departments. Special attention given to the preparation of teachers for the public schools."

Mr. Lynch remained in West Plains only three years, when he returned to Mountain Grove, this time as superintendent of the high school. He was in the Cabool high school next for three years, then at Ozark until 1910 when he accepted a place with the Southwest Missouri State Teachers' College.

From 1866 until 1899 Mr. Lynch continued in the work of the academies. But during the two decades from 1876 to 1896 great changes came in the public educational system in Missouri, especially as regarded secondary education. The high school and its work became so clearly defined, especially in its work of preparing the students for college, that the academy was left in the background. Mr. Lynch somewhat reluctantly gave up his cherished work in the academies to take his place as superintendent as we understand the term today. Later in his years as "School Visitor" for the Teachers' College he zealously encouraged the establishment of high schools wherever necessity and reason seemed to demand them.

Mr. Lynch saw the earliest efforts in the establishment of teacher-training in Missouri. The first of these efforts originated in the St. Louis public schools and led to the foundation of Harris Teachers' College there.¹² Joseph Baldwin also pioneered in establishing a private normal school at Kirksville in 1867.¹³ From these beginnings the legislature made possible the first two normals at Kirksville and Warrensburg in 1870 and at Cape Girardeau in 1873. In 1905 legislation provided for the Maryville and Springfield normals.¹⁴ It was in the latter that Mr. Lynch accepted the position of "School Visitor," in 1910.

The term, "School Visitor," may need an explanation, especially as it concerns the work of Mr. Lynch in that capacity. The Normal School was at that time only four years old. Many students in the rural high schools were ignorant of the existence of a normal school at Springfield, there being no radios, few newspapers in the rural home, few automobiles and poor roads. His job resolved itself not so much in converting the rural and village high school graduates to the idea of pursuing higher education, as in letting them know where they might do so. A newspaper story of the first year's work of Mr. Lynch says: "There are twenty-one counties in the Fourth Normal District. Nearly every school of any importance in these counties was visited by Mr. Lynch during his first year. He has no fixed rule in carrying on his work. He goes over the district and visits schools where he thinks his suggestions will be of help to the teachers

¹² Carrington, W. T. *History of Education in Missouri*.

¹³ Ibid.

¹⁴ Hill, Clyde M., *A Decade of Progress in Teacher Training*.

and pupils. Inspection is the key-note of his labors, and he reaches teachers, students, and parents.

"The objects of his visits to the high school and others of lesser importance in the rural districts are manifold. He aims to get prospective students interested in attending a normal school, preferably the Springfield Normal. He ascertains to what extent teachers with a normal school training are carrying out in their actual work the ideas gained through normal school instruction. He encourages the profession in every way possible. Helpful suggestions are given to both teachers and students."¹⁵

At the end of one year's work the board of regents asked Mr. Lynch to cease his work for the present as the capacity of the school had been reached. At the end of its sixth year, the youngest normal school at Springfield, had a summer enrollment of over 1200, which exceeded that of any other in the state.

Mr. Lynch enjoyed this sort of work for the remaining fourteen years of his life. In 1911 he kept a daily record of his general activities and although he usually makes the notation "had a pleasant time" the following will show the conditions of travel in Southwest Missouri:

"Saturday, September 23, 1911. I attended the County Teachers Association at Gainsville, which closed at 12:30 P. M. The meeting was a success. County Superintendent, John Levan, and I left in buggy at 1:30 P. M. for Ava. Arrived in Ava, Sunday 1 A. M. Roads very bad. Weather fine. Distance about 40 miles."¹⁶

In his first years as "Visitor" he travelled by rail, in livery stable hacks, in buggies over roads that were always rough, often muddy, and frequently he was marooned by swollen streams.

Mr. Lynch would often be gone on one of these trips for nearly a month during which time he would speak to four or five thousand students and teachers. On one such trip he visited the schools and communities of Marshfield, Conway, Lebanon, Richland, Crocker, Dixon, Newburg, Rolla, St. James, Cuba, Steelville, Salem, and Sullivan, besides numerous other smaller schools in company with the county superintendents.¹⁷

Mr. Lynch was a very vigorous and energetic man and never lost these qualities even in his older years. He often arrived in a town or community for a definite assignment to speak to one group, only to find that he was expected to appear before other groups as well. He never disappointed anyone by refusing to appear, so that in his fourteen years as visitor he spoke to school assemblies, county teachers associations, school board conventions, civic clubs, both for men and women, and made commencement addresses as well.

He left behind him in every community a spirit of optimism. His enthusiasm was contagious and his stories pertinent. What

the communities thought of him is typified in a resolution adopted by the county teachers of McDonald County in convention in 1917:

"We heartily appreciate the presence and the able address of Professor W. H. Lynch, visitor of the fourth district normal school at Springfield. We recognize that the school boards apply the methods of selecting teachers so well presented by this gentleman. We believe that the fourth district normal school is doing a great work for the people of Southwest Missouri by having such an efficient man as Mr. Lynch to represent the Normal School to our young people and parents. We believe that Mr. Lynch has not only benefited the schools by his timely visits, but that he has raised the standards of teaching to a higher level by starting many a young teacher on the right road to success. Therefore, we sincerely trust that the Normal School will be able to retain this gentleman and that he will favor us another year by visiting the schools of our county."¹⁸

The Personality of Mr. Lynch

What was Mr. Lynch like in personality? Both in the school room and out he was a scholar. He was of medium height, fair complexioned, well made, highly sensitive and moved about in a quick, nervous manner. He was not partisan, for intellectual as he was, he could see the good and the bad everywhere and could penetrate the ambiguities of social and political issues. Politically he was a Republican, and his attitude in politics is illustrated by a story which he told concerning President Lathrop: "Before the Civil War broke out Dr. Lathrop was visited by a committee to ask him of his religious and political beliefs. He replied, 'I hope, gentlemen, that I am too good a Christian to be sectarian and too good a patriot to be partisan.'"

Mr. Lynch had no political aspirations, but his name was once placed before the state convention as a candidate for state superintendent of schools. Editor Van Hosen of the *Springfield Republican* used these words in making the nomination: "You ask from whence my candidate hails? My answer is, he hails from the lofty Ozarks, the land of the big red apple, the little red schoolhouse and the much read Bible." He was a member of the Presbyterian church, Knights of Pythias, the Springfield Chamber of Commerce, the University Club, the Grand Army of the Republic, and the Ozarks Press Association. He was a Mason and a Shriner. In each of the above named organizations he took an active interest.¹⁹

A life long friend of Mr. Lynch says: "His principal type of amusement was checkers and he played a good game. He was fond of music, especially the brass band. He enjoyed giving apples away at conventions, and at one teachers' convention in St. Louis he gave away ten barrels of them."²⁰

One of his former students in the Mountain Grove Academy gives a very discriminating estimate of Mr. Lynch as a teacher. "He was very skillful in illustrating the problem in hand. He was also tactful for he knew the environments and former viewpoints of his

15 *Globe Democrat*, St. Louis, Missouri, July 30, 1910.

16 Diary of Mr. Lynch 1911.

17 *Springfield Republican* newspaper, Feb. 15, 1917.

18 *Springfield Leader*, newspaper, March 25, 1917.

19 Private Family Records.

20 W. S. Candler, Member of Board of Regents, S. W. Mo. S. T. C.

students. His memory was full of never failing devices and illustrations, a very strong feature in his class-room tactics.

"His spontaneity of wit and humor in recitations precluded any mental tenseness or strain, and the student who knew but little about the lesson was soon eager to contribute his little mite.

"Thus Saith the Master," a noted slogan of early Greek students, found in Mr. Lynch an orthodox supporter. However, it must be said, the authority under discussion was generally of the highest rank.

"His ability to make pupils think was his greatest point of strength in the class-room. He was rather a profound psychologist and showed great versatility in mental processes.

"He generally ruled by kindness, but to the stubborn recalcitrant he would have to show that the way of the transgressor is hard, not by corporal punishment, however."²¹

Mr. Lynch is often credited with one school-room innovation. Whether this is true is difficult to say, but it is true that he was the first teacher in Missouri to make general use of the newspaper as a part of class-room instruction. "At least one morning every week Professor Lynch devoted to the reading of the newspapers. All pupils in his class-room were supplied with papers. Each pupil read but one article. When a signal was given the papers were neatly folded and placed on the desk. Each pupil when called upon arose and told in substance what he had read.

"He used to say: 'I discovered years ago that no text-book was equal to the newspaper as a means for taking a knowledge of the actual, practical and up-to-date world into the schoolroom. History, geography, civil government, algebra, and the entire academic curriculum teach only a theory of the world and its facts. The real dramas of life and its varied forms of commercial, political, and social relations must be seen and learned through the mirror of the newspapers.'"²²

An estimate of Mr. Lynch as an educational leader would not be complete without some appraisal of his work as supervisor of his teaching staff. A typically representative evaluation is:

"Mr. Lynch was kind, helpful, and thoughtful of his teachers. He took a personal interest in their work and they looked upon him as their friend. He had a remarkable faculty for inspiring loyalty and in developing a fine school spirit, both among his teachers and pupils.

"With the help of his splendid wife, his home was made the social center for school activities. No year passed that each pupil did not have opportunities of attending social gatherings in the home, an effort was made to help each one appear at his best. It was

sought to bring out and to cultivate any talent found latent in the group.

"His school ranked far above others of the time in this section, as attested by the large number of non-resident pupils enrolled. When he came here from West Plains, it seemed that nearly all of Howell County followed him. Ten counties and five states were represented during one year and it varied but little in this respect over a number of years.

"He maintained a four months' private school at the close of the public school term, which was then six months long. In this private school, classes from the first to the twelfth grades were cared for.

"Although it was long before the time when music was made a regular part of the curriculum, Mr. Lynch always had a large music department in connection with the school. He engaged and paid the teacher who gave private lessons to all who desired to take. Choral clubs were organized and many students availed themselves of this training.

"Graduates from Mr. Lynch's schools were admitted to the state university without further question or examination.

"He was an ardent supporter of the state and national teachers' associations, and held responsible positions in these organizations. He encouraged and urged his teachers to attend as many meetings as possible. I have pleasant memories of being part of a number of these faculty groups headed by him on such trips and of one time bringing back from a state meeting a banner, to be kept permanently, for record attendance for three consecutive years.

"Other superintendents looked to Mr. Lynch for leadership. Especially was this true of the large number of his graduates who went out as teachers and who built up schools in many of the surrounding towns."²³

His Influence

Numerous descriptive titles have been used time and time again by editors, speakers and friends to refer to Mr. Lynch. The ones most commonly used have been: "Grand Old Man," "Veteran Educator," "Genial Superintendent," "Old Educational Warrior," and "Pioneer Educator of the Ozarks." These titles have not been assigned to him because of his outstanding instruction or brilliant scholarship, nor because he wrote profound thoughts, for he left no writings. They have been given in respectful recognition of his faithful service and wholesome influence in every community where he worked.

There are tangible evidences of his community efforts that exist today. The city of Mountain Grove has many shade trees, and credit for them is ascribed to Mr. Lynch. "Previous to 1889, there were no shade trees on the public square,—just mud and rocks. Mr. Lynch, who had charge of our public schools, on Arbor Day had the students set

²¹ Simmons, C. H. Personal letter to writer, Feb. 8, 1935.

²² Zorn, Will, Bronze Plaque Presentation Address, March 18, 1932.

²³ Mrs. Mary Steiger Gambill, Mt. Grove, Mo., Personal letter to writer, Feb. 10, 1935.

and pupils. Inspection is the key-note of his labors, and he reaches teachers, students, and parents.

"The objects of his visits to the high school and others of lesser importance in the rural districts are manifold. He aims to get prospective students interested in attending a normal school, preferably the Springfield Normal. He ascertains to what extent teachers with a normal school training are carrying out in their actual work the ideas gained through normal school instruction. He encourages the profession in every way possible. Helpful suggestions are given to both teachers and students."¹⁵

At the end of one year's work the board of regents asked Mr. Lynch to cease his work for the present as the capacity of the school had been reached. At the end of its sixth year, the youngest normal school at Springfield, had a summer enrollment of over 1200, which exceeded that of any other in the state.

Mr. Lynch enjoyed this sort of work for the remaining fourteen years of his life. In 1911 he kept a daily record of his general activities and although he usually makes the notation "had a pleasant time" the following will show the conditions of travel in Southwest Missouri:

"Saturday, September 23, 1911. I attended the County Teachers Association at Gainsville, which closed at 12:30 P. M. The meeting was a success. County Superintendent, John Levan, and I left in buggy at 1:30 P. M. for Ava. Arrived in Ava, Sunday 1 A. M. Roads very bad. Weather fine. Distance about 40 miles."¹⁶

In his first years as "Visitor" he travelled by rail, in livery stable hacks, in buggies over roads that were always rough, often muddy, and frequently he was marooned by swollen streams.

Mr. Lynch would often be gone on one of these trips for nearly a month during which time he would speak to four or five thousand students and teachers. On one such trip he visited the schools and communities of Marshfield, Conway, Lebanon, Richland, Crocker, Dixon, Newburg, Rolla, St. James, Cuba, Steelville, Salem, and Sullivan, besides numerous other smaller schools in company with the county superintendents.¹⁷

Mr. Lynch was a very vigorous and energetic man and never lost these qualities even in his older years. He often arrived in a town or community for a definite assignment to speak to one group, only to find that he was expected to appear before other groups as well. He never disappointed anyone by refusing to appear, so that in his fourteen years as visitor he spoke to school assemblies, county teachers associations, school board conventions, civic clubs, both for men and women, and made commencement addresses as well.

He left behind him in every community a spirit of optimism. His enthusiasm was contagious and his stories pertinent. What

the communities thought of him is typified in a resolution adopted by the county teachers of McDonald County in convention in 1917:

"We heartily appreciate the presence and the able address of Professor W. H. Lynch, visitor of the fourth district normal school at Springfield. We recognize that the school boards apply the methods of selecting teachers so well presented by this gentleman. We believe that the fourth district normal school is doing a great work for the people of Southwest Missouri by having such an efficient man as Mr. Lynch to represent the Normal School to our young people and parents. We believe that Mr. Lynch has not only benefited the schools by his timely visits, but that he has raised the standards of teaching to a higher level by starting many a young teacher on the right road to success. Therefore, we sincerely trust that the Normal School will be able to retain this gentleman and that he will favor us another year by visiting the schools of our county."¹⁸

The Personality of Mr. Lynch

What was Mr. Lynch like in personality? Both in the school room and out he was a scholar. He was of medium height, fair complexioned, well made, highly sensitive and moved about in a quick, nervous manner. He was not partisan, for intellectual as he was, he could see the good and the bad everywhere and could penetrate the ambiguities of social and political issues. Politically he was a Republican, and his attitude in politics is illustrated by a story which he told concerning President Lathrop: "Before the Civil War broke out Dr. Lathrop was visited by a committee to ask him of his religious and political beliefs. He replied, 'I hope, gentlemen, that I am too good a Christian to be sectarian and too good a patriot to be partisan.'"

Mr. Lynch had no political aspirations, but his name was once placed before the state convention as a candidate for state superintendent of schools. Editor Van Hosen of the *Springfield Republican* used these words in making the nomination: "You ask from whence my candidate hails? My answer is, he hails from the lofty Ozarks, the land of the big red apple, the little red schoolhouse and the much read Bible." He was a member of the Presbyterian church, Knights of Pythias, the Springfield Chamber of Commerce, the University Club, the Grand Army of the Republic, and the Ozarks Press Association. He was a Mason and a Shriner. In each of the above named organizations he took an active interest.¹⁹

A life long friend of Mr. Lynch says: "His principal type of amusement was checkers and he played a good game. He was fond of music, especially the brass band. He enjoyed giving apples away at conventions, and at one teachers' convention in St. Louis he gave away ten barrels of them."²⁰

One of his former students in the Mountain Grove Academy gives a very discriminating estimate of Mr. Lynch as a teacher. "He was very skillful in illustrating the problem in hand. He was also tactful for he knew the environments and former viewpoints of his

15 *Globe Democrat*, St. Louis, Missouri, July 30, 1910.

16 Diary of Mr. Lynch 1911.

17 *Springfield Republican* newspaper, Feb. 15, 1917.

18 *Springfield Leader*, newspaper, March 25, 1917.

19 Private Family Records.

20 W. S. Candler, Member of Board of Regents, S. W. Mo. S. T. C.

students. His memory was full of never failing devices and illustrations, a very strong feature in his class-room tactics.

"His spontaneity of wit and humor in recitations precluded any mental tenseness or strain, and the student who knew but little about the lesson was soon eager to contribute his little mite.

"Thus Saith the Master," a noted slogan of early Greek students, found in Mr. Lynch an orthodox supporter. However, it must be said, the authority under discussion was generally of the highest rank.

"His ability to make pupils think was his greatest point of strength in the class-room. He was rather a profound psychologist and showed great versatility in mental processes.

"He generally ruled by kindness, but to the stubborn recalcitrant he would have to show that the way of the transgressor is hard, not by corporal punishment, however."²¹

Mr. Lynch is often credited with one school-room innovation. Whether this is true is difficult to say, but it is true that he was the first teacher in Missouri to make general use of the newspaper as a part of class-room instruction. "At least one morning every week Professor Lynch devoted to the reading of the newspapers. All pupils in his class-room were supplied with papers. Each pupil read but one article. When a signal was given the papers were neatly folded and placed on the desk. Each pupil when called upon arose and told in substance what he had read.

"He used to say: 'I discovered years ago that no text-book was equal to the newspaper as a means for taking a knowledge of the actual, practical and up-to-date world into the schoolroom. History, geography, civil government, algebra, and the entire academic curriculum teach only a theory of the world and its facts. The real dramas of life and its varied forms of commercial, political, and social relations must be seen and learned through the mirror of the newspapers.'"²²

An estimate of Mr. Lynch as an educational leader would not be complete without some appraisal of his work as supervisor of his teaching staff. A typically representative evaluation is:

"Mr. Lynch was kind, helpful, and thoughtful of his teachers. He took a personal interest in their work and they looked upon him as their friend. He had a remarkable faculty for inspiring loyalty and in developing a fine school spirit, both among his teachers and pupils.

"With the help of his splendid wife, his home was made the social center for school activities. No year passed that each pupil did not have opportunities of attending social gatherings in the home, an effort was made to help each one appear at his best. It was

sought to bring out and to cultivate any talent found latent in the group.

"His school ranked far above others of the time in this section, as attested by the large number of non-resident pupils enrolled. When he came here from West Plains, it seemed that nearly all of Howell County followed him. Ten counties and five states were represented during one year and it varied but little in this respect over a number of years.

"He maintained a four months' private school at the close of the public school term, which was then six months long. In this private school, classes from the first to the twelfth grades were cared for.

"Although it was long before the time when music was made a regular part of the curriculum, Mr. Lynch always had a large music department in connection with the school. He engaged and paid the teacher who gave private lessons to all who desired to take. Choral clubs were organized and many students availed themselves of this training.

"Graduates from Mr. Lynch's schools were admitted to the state university without further question or examination.

"He was an ardent supporter of the state and national teachers' associations, and held responsible positions in these organizations. He encouraged and urged his teachers to attend as many meetings as possible. I have pleasant memories of being part of a number of these faculty groups headed by him on such trips and of one time bringing back from a state meeting a banner, to be kept permanently, for record attendance for three consecutive years.

"Other superintendents looked to Mr. Lynch for leadership. Especially was this true of the large number of his graduates who went out as teachers and who built up schools in many of the surrounding towns."²³

His Influence

Numerous descriptive titles have been used time and time again by editors, speakers and friends to refer to Mr. Lynch. The ones most commonly used have been: "Grand Old Man," "Veteran Educator," "Genial Superintendent," "Old Educational Warrior," and "Pioneer Educator of the Ozarks." These titles have not been assigned to him because of his outstanding instruction or brilliant scholarship, nor because he wrote profound thoughts, for he left no writings. They have been given in respectful recognition of his faithful service and wholesome influence in every community where he worked.

There are tangible evidences of his community efforts that exist today. The city of Mountain Grove has many shade trees, and credit for them is ascribed to Mr. Lynch. "Previous to 1889, there were no shade trees on the public square,—just mud and rocks. Mr. Lynch, who had charge of our public schools, on Arbor Day had the students set

²¹ Simmons, C. H. Personal letter to writer, Feb. 8, 1935.

²² Zorn, Will, Bronze Plaque Presentation Address, March 18, 1932.

²³ Mrs. Mary Steiger Gambill, Mt. Grove, Mo., Personal letter to writer, Feb. 10, 1935.

out the trees which now stand in the Park. Each tree was designated as the property of some student, and a plot was made on which was indicated the ownership of each tree. In like manner other trees were planted on the school campus. Very often, some man or woman now grown much older, visits the campus of the school and says, "There is my tree which I planted thirty-five years ago."²⁴

In West Plains Mr. Lynch and his wife helped organize the First Presbyterian Church, and each took an active interest in its work.²⁵ There are many records of his speeches in behalf of those things which improve the community. In one of these speeches he emphasized the benefits of good roads "because they are essential to induce people to come to the Ozarks, to which the wagon tongues of civilization are turning."²⁶

His appreciation of the importance of the newspaper won for him the friendship of all newspaper men. They asserted "that they would be rich if all beneficiaries of their work followed his example in one respect. He subscribed and paid for 117 different newspapers in addition to professional and literary publications."²⁷ "If I were blind, deaf and dumb," he would say to his students, "I would still subscribe for a newspaper, and have it left regularly at my gate, so that people passing might say, 'There lives a man who is interested in his home community.'"

There is yet another tangible way in which Mr. Lynch has left his influence. Having financed himself in obtaining an education, he took an interest in those students who struggled to remain in school. He helped them by making personal loans to them, with no security other than his faith in their honesty to repay. Many a student was thus able to continue his education who would otherwise have been forced to quit.

After students were graduated Mr. Lynch was interested in their welfare and tried to keep in contact with as many as possible. He often invited a former student or friend to dine with him, and used the opportunity to talk over old times or discuss the newer trends in education. An example of his continued contacts with friends is this portion of a letter to Miss Florence Lynch from Albert E. Winship (Editor of the Boston School Journal):

"My dear Miss Lynch,
"As you know your father and I had a strong personal attachment and exchanged letters every few months for the past forty years."

From the schoolroom, there emanated influences which are not so tangible, but which nevertheless are lasting. It is in the schoolroom that his kindly attitude, his encourage-

ment, his helpfulness and direction influenced the lives of thousands of students. "He taught things finer than any text-book holds" is the common expression of his now mature former students.

In his talks to children, in his public addresses, and even in private conversations, he used methods of emphasis peculiar only to his personality. With children he used to say there were five things they should remember in connection with their relations to their teacher, their parents and others: "Be on time, be gentle, be kind, be obedient, be truthful." Each of these he described as a ring which they might wear on each finger of one hand. Then these children repeated the five good things in chorus as Mr. Lynch and they went through the motions of placing a ring on each finger.

Another device which he used in his high school addresses was to have the students imagine three gates which they must open before passing on to another person any bit of gossip. Over the first gate was the inscription, Is it true? over the second, Is it needful? and over the third, Is it fair? Then he said, "If you cannot answer yes, do not open the gates." Many of his former students treasure the lessons taught in such peculiar fashion by their beloved teacher.

People become so accustomed to having speakers admonish children and high school students in right moral conduct that they often take the advice and advisor as a matter of course. Yet Mr. Lynch did not admonish others to observe principles, which he himself ignored. He lived each hour of the day with the idea of one of his favorite quotations apparently ever before him:

"When I am dead if men can say:
He helped the world upon its way;—
He did his best, he played the man,
His way was straight, his soul was clean,
His feeling not unkind or mean;
He loved his fellow-men, and tried
To help them,—I shall be content."

In moral influence and ethical training Mr. Lynch has had no superior in the public school history of Missouri. It is possible that there lies the greatest result of his long and faithful work.

Tributes and Memorials

Mr. Lynch died at Springfield, Missouri, September 24, 1924, as the result of a surgical operation. He had reached his eighty-fifth year. His remains were interred in the National Cemetery at Springfield, as he had often requested.

His wife, who was the daughter of a confederate veteran, Captain C. C. Cook, of Crawford County, Missouri, preceded him in death by about twenty years. One child, a daughter, had been born to the union. She still resides in Springfield.

When it was learned that Mr. Lynch had died, practically every newspaper in Southwest

²⁴ Candler, W. S., Personal letter to writer, Jan. 30, 1915.

²⁵ Church Records, West Plains, Mo.

²⁶ *Cabool Enterprise* (newspaper), July 6, 1923.

²⁷ *St. Louis Times*, Nov. 14, 1919.

Missouri gave press notices and impressive tributes in his memory. A few excerpts from these serve to indicate the high esteem in which he was held throughout the state:

"The death this week . . . of Professor W. H. Lynch closed one of the most useful and remarkable careers this state has ever known. Professor Lynch was a teacher in every sense of the word. Thousands of persons in this state and all over the world have felt his influence and have profited by his teachings. . . . He was not a prominent educator, but he combined all of those finer qualities which go into the making of a useful citizen and an exemplary character."²⁸

"None perhaps have ever dedicated their lives more zealously and loyally to the cause of education. He lived and moved and had his being in the school room and on the school forum, and wherever teachers and students were gathered together, there he was and there he loved to be in the midst of them. His special love of youth and his general love of humanity was deep and strong; while his interest in the cause of education and in the advancement of the schools of his community and state was almost a passion with him.

"Professor Lynch touched and inspired the lives of many youths. In what is known as the Ozark Region, he was a veritable torchbearer of education, a prophet and an apostle. His cleanliness of life and purity of character invested his message with influence and power."²⁹

"For more than a half century did he give of the best that was in him, not alone to the teaching or budding youth . . . but to every good and worthy thing in the larger world outside the class room. We doubt if in all Missouri, there is a man whose life has helpfully touched so many of his fellows and with an influence so ennobling."³⁰

To commemorate the life and influence of this pioneer educator in Missouri, two fitting memorials have been dedicated to his memory, and plans for a third are under way. At the present time Mountain Grove is erecting a new elementary school building. The edifice in which Mr. Lynch housed his Academy has been wrecked to make way for this new structure. Many of his former pupils are writing to the Mountain Grove authorities urging them to name the new building in honor of Mr. Lynch.

²⁸ Anderson, Nels. *The St. Louis Times*, week of Sept. 30, 1924.

²⁹ Lehr, A. S., Editor *Missouri School Journal*, Oct., 1924.

³⁰ *Springfield Republican*, Sept. 30, 1924.

One school building has already been named in his honor. On October 31, 1931, a beautiful modern elementary school building at Salem, Missouri, was dedicated. A large audience of former pupils, patrons, and friends of Mr. Lynch were in attendance. Over the doorway is the inscription, "The William Henry Lynch School." The words used in the ceremony were: "We dedicate this building in honor of Professor Wm. H. Lynch, to the high use of education and all civic betterment."

Another appropriate memorial was presented to the Southwest Missouri State Teachers' College, with which Mr. Lynch was connected for many years. It consists of a bronze tablet bearing his name and the dates of his birth and death, together with a fitting allusion to his influence. It was presented by Ozarks Press Association. W. H. Zorn, an editor and former pupil of Mr. Lynch, closed his presentation speech with these words,—"To his memory, so that future generations may know our reverence for him, we dedicate this memorial, with his oft repeated words:

"I would be true for there are those who trust me,

I would be pure for there are those who care,

I would be strong for there is much to suffer,

I would be brave for there is much to dare.

I would be friend to all the poor and friendless,

I would be giver and forget the gift.

I would be humble for I know my weakness,

I would look up and love and laugh and lift."

*For years, Mr. Lynch had this poem printed on the reverse side of his personal calling card.

THERE ARE some things which we do because we must; these are our necessities. There are other things which we do because we ought; these are our duties. There are other things which we do because we like; these are our play. Among the various kinds of things done by men only because they like, the fine arts are those of which the results afford to many permanent and disinterested delight, and of which the performance, calling for premeditated skill, is capable of regulation up to a certain point, but that point passed, has secrets beyond the reach and a freedom beyond the restraint of rules.—*Sidney Colvin*

out the trees which now stand in the Park. Each tree was designated as the property of some student, and a plot was made on which was indicated the ownership of each tree. In like manner other trees were planted on the school campus. Very often, some man or woman now grown much older, visits the campus of the school and says, "There is my tree which I planted thirty-five years ago."²⁴

In West Plains Mr. Lynch and his wife helped organize the First Presbyterian Church, and each took an active interest in its work.²⁵ There are many records of his speeches in behalf of those things which improve the community. In one of these speeches he emphasized the benefits of good roads "because they are essential to induce people to come to the Ozarks, to which the wagon tongues of civilization are turning."²⁶

His appreciation of the importance of the newspaper won for him the friendship of all newspaper men. They asserted "that they would be rich if all beneficiaries of their work followed his example in one respect. He subscribed and paid for 117 different newspapers in addition to professional and literary publications."²⁷ "If I were blind, deaf and dumb," he would say to his students, "I would still subscribe for a newspaper, and have it left regularly at my gate, so that people passing might say, 'There lives a man who is interested in his home community.'"

There is yet another tangible way in which Mr. Lynch has left his influence. Having financed himself in obtaining an education, he took an interest in those students who struggled to remain in school. He helped them by making personal loans to them, with no security other than his faith in their honesty to repay. Many a student was thus able to continue his education who would otherwise have been forced to quit.

After students were graduated Mr. Lynch was interested in their welfare and tried to keep in contact with as many as possible. He often invited a former student or friend to dine with him, and used the opportunity to talk over old times or discuss the newer trends in education. An example of his continued contacts with friends is this portion of a letter to Miss Florence Lynch from Albert E. Winship (Editor of the *Boston School Journal*):

"My dear Miss Lynch,
"As you know your father and I had a strong personal attachment and exchanged letters every few months for the past forty years."

From the schoolroom, there emanated influences which are not so tangible, but which nevertheless are lasting. It is in the schoolroom that his kindly attitude, his encourage-

ment, his helpfulness and direction influenced the lives of thousands of students. "He taught things finer than any text-book holds" is the common expression of his now mature former students.

In his talks to children, in his public addresses, and even in private conversations, he used methods of emphasis peculiar only to his personality. With children he used to say there were five things they should remember in connection with their relations to their teacher, their parents and others: "Be on time, be gentle, be kind, be obedient, be truthful." Each of these he described as a ring which they might wear on each finger of one hand. Then these children repeated the five good things in chorus as Mr. Lynch and they went through the motions of placing a ring on each finger.

Another device which he used in his high school addresses was to have the students imagine three gates which they must open before passing on to another person any bit of gossip. Over the first gate was the inscription, Is it true? over the second, Is it needful? and over the third, Is it fair? Then he said, "If you cannot answer yes, do not open the gates." Many of his former students treasure the lessons taught in such peculiar fashion by their beloved teacher.

People become so accustomed to having speakers admonish children and high school students in right moral conduct that they often take the advice and advisor as a matter of course. Yet Mr. Lynch did not admonish others to observe principles, which he himself ignored. He lived each hour of the day with the idea of one of his favorite quotations apparently ever before him:

"When I am dead if men can say:
He helped the world upon its way;—
He did his best, he played the man,
His way was straight, his soul was clean,
His feeling not unkind or mean;
He loved his fellow-men, and tried
To help them,—I shall be content."

In moral influence and ethical training Mr. Lynch has had no superior in the public school history of Missouri. It is possible that there lies the greatest result of his long and faithful work.

Tributes and Memorials

Mr. Lynch died at Springfield, Missouri, September 24, 1924, as the result of a surgical operation. He had reached his eighty-fifth year. His remains were interred in the National Cemetery at Springfield, as he had often requested.

His wife, who was the daughter of a confederate veteran, Captain C. C. Cook, of Crawford County, Missouri, preceded him in death by about twenty years. One child, a daughter, had been born to the union. She still resides in Springfield.

When it was learned that Mr. Lynch had died, practically every newspaper in Southwest

²⁴ Candler, W. S., Personal letter to writer, Jan. 30, 1915.

²⁵ Church Records, West Plains, Mo.

²⁶ *Cabool Enterprise* (newspaper), July 6, 1923.

²⁷ *St. Louis Times*, Nov. 14, 1919.

Missouri gave press notices and impressive tributes in his memory. A few excerpts from these serve to indicate the high esteem in which he was held throughout the state:

"The death this week . . . of Professor W. H. Lynch closed one of the most useful and remarkable careers this state has ever known. Professor Lynch was a teacher in every sense of the word. Thousands of persons in this state and all over the world have felt his influence and have profited by his teachings. . . . He was not a prominent educator, but he combined all of those finer qualities which go into the making of a useful citizen and an exemplary character."²⁸

"None perhaps have ever dedicated their lives more zealously and loyally to the cause of education. He lived and moved and had his being in the school room and on the school forum, and wherever teachers and students were gathered together, there he was and there he loved to be in the midst of them. His special love of youth and his general love of humanity was deep and strong; while his interest in the cause of education and in the advancement of the schools of his community and state was almost a passion with him.

"Professor Lynch touched and inspired the lives of many youths. In what is known as the Ozark Region, he was a veritable torchbearer of education, a prophet and an apostle. His cleanliness of life and purity of character invested his message with influence and power."²⁹

"For more than a half century did he give of the best that was in him, not alone to the teaching or budding youth . . . but to every good and worthy thing in the larger world outside the class room. We doubt if in all Missouri, there is a man whose life has helpfully touched so many of his fellows and with an influence so ennobling."³⁰

To commemorate the life and influence of this pioneer educator in Missouri, two fitting memorials have been dedicated to his memory, and plans for a third are under way. At the present time Mountain Grove is erecting a new elementary school building. The edifice in which Mr. Lynch housed his Academy has been wrecked to make way for this new structure. Many of his former pupils are writing to the Mountain Grove authorities urging them to name the new building in honor of Mr. Lynch.

²⁸ Anderson, Nels. *The St. Louis Times*, week of Sept. 30, 1924.

²⁹ Lehr, A. S., Editor *Missouri School Journal*, Oct., 1924.

³⁰ *Springfield Republican*, Sept. 30, 1924.

One school building has already been named in his honor. On October 31, 1931, a beautiful modern elementary school building at Salem, Missouri, was dedicated. A large audience of former pupils, patrons, and friends of Mr. Lynch were in attendance. Over the doorway is the inscription, "The William Henry Lynch School." The words used in the ceremony were: "We dedicate this building in honor of Professor Wm. H. Lynch, to the high use of education and all civic betterment."

Another appropriate memorial was presented to the Southwest Missouri State Teachers' College, with which Mr. Lynch was connected for many years. It consists of a bronze tablet bearing his name and the dates of his birth and death, together with a fitting allusion to his influence. It was presented by Ozarks Press Association. W. H. Zorn, an editor and former pupil of Mr. Lynch, closed his presentation speech with these words,—"To his memory, so that future generations may know our reverence for him, we dedicate this memorial, with his oft repeated words:

"I would be true for there are those who trust me,

I would be pure for there are those who care,

I would be strong for there is much to suffer,

I would be brave for there is much to dare.

I would be friend to all the poor and friendless,

I would be giver and forget the gift.

I would be humble for I know my weakness,

I would look up and love and laugh and lift."

*For years, Mr. Lynch had this poem printed on the reverse side of his personal calling card.

THERE ARE some things which we do because we must; these are our necessities. There are other things which we do because we ought; these are our duties. There are other things which we do because we like; these are our play. Among the various kinds of things done by men only because they like, the fine arts are those of which the results afford to many permanent and disinterested delight, and of which the performance, calling for premeditated skill, is capable of regulation up to a certain point, but that point passed, has secrets beyond the reach and a freedom beyond the restraint of rules.—*Sidney Colvin*

Program of the Missouri Council for Social Studies

Reported by Guy V. Price, Secretary

IN COLUMBIA, April 13th, fifty members of the Missouri Council of Social Studies, an affiliated body of the Missouri State Teachers' Association, considered the bearing and implications of the Report on the Social Studies of the American Historical Association. President W. Francis English, of the Carrollton High School, presided. The forenoon discussion was led by Dr. McCutcheon, of the John Burroughs School, and a panel composed of Miss Mary Latshaw, East High School, Kansas City, Mr. G. L. Blackwell, Central High School, St. Joseph, Mr. Glen Ogle, Webster Groves, and Mr. J. C. Aldrich, also of Webster Groves, Dr. Guy V. Price of the Kansas City Teachers' College, Dr. C. H. McClure, of Kirksville Teachers College, Mr. Marlow Market, Jennings High School, and Mr. Fred Clarenbach, Jefferson City, dealt with a series of questions. It was apparent that the commission had in mind not only an educational philosophy, but also a social philosophy. The educational philosophy included the approval of such underlying ideas as democracy, tolerance, science, and pacific international relations, while the social ideal which the commission stressed emphasized the transition from individualism to some form of collectivism. This term was not intended to be used in a doctrinal sense primarily, but rather as descriptive of certain trends in American society. The Commission was of the opinion that the new social order might be a much better distributed individual benefit of the fruits of modern science, but that this would require a great deal of intelligent cooperation. A fair degree of consensus of opinion was obtained on the point that the Report was only a step in a long process, and that apart from the volume on Conclusions and Recommendations, much of the material presented is of a factual sort intended to make available the fruits of research.

It was this point of view which was stressed by Supt. W. E. Goslin, of Webster Groves, who made one of the principal addresses in the afternoon session. He praised the general report, but regretted that it was thought necessary that the conclusions should have been abstracted from them. Rather, it is for the teachers to use the longer volumes, like those of *Civic Education*, *Social Foundations of Education*, *Education as Social Policy*, in much the same way as other materials are used. *We must not adopt a report, but adapt it to our needs.* Participating in the panel discussions of the afternoon were Mr. R. V. Harman, Northeast Junior College, Kansas City; Mr. T. E. Dale, St. Joseph; Mr. J. D. Hull, Springfield; Mr. E. A. McKay, Columbia.

Dr. Elmer Ellis, University of Missouri, reported on trends in enrollment in courses in Missouri High Schools during the past ten

years. Some of his findings were to the effect that Citizenship or Civics is almost universally taught in the ninth grade; a course in World History has become standard; American history courses are on the increase; courses in Human Geography and in American Problems are also on the increase.

Mr. Harman, who had much to do with Bulletin Ten, published in 1928, pointed out that the bulletin indicated at least five ways of testing material, the social, the political, the economic, the geographical and the idealistic. It appears that in teaching as well as in research variety must be employed. At some times cooperation and synthesis yield the most beneficial results; at others specialization and intensive development of one aspect of social problems brings about a better understanding.

At any rate the new order of affairs which some call a new social order is under way. The schools are contributing to that building by clarifying individual, social and educational ideals, by giving concrete information on human affairs, both by a comparative and contemporary method, on such living issues as security, relief, taxation, by developing favorable attitudes toward peaceful change which new situations require, and perhaps most of all by the millions of boys and girls who receive enough specific information in the schools to enable them to better perform the ordinary duties of citizens, wage earners and consumers of various kinds. But it was repeatedly stated that the teacher is both artist and scientist and needs sympathetic understanding of actual human needs as well as facts. All objectives have to be mediated to the child in terms which the child can understand. It is no longer a question of child-centered versus a community-centered school; it is rather one of efficient teaching.

Among superintendents present and participating, besides Mr. Goslin were, Supt. H. P. Study, Springfield, President of the MSTA, and Supt. W. E. Rosenstengel, Columbia.

Among motions made was one authorizing the President to appoint a committee on curriculum revision which would form something of a central clearing house and which would work with other agencies concerned with the same general problem. It was felt that the problem was not one that could be done once for all, but like any other plan in our society, requires continuous study and revision. All teachers of the social studies, elementary, high and college are invited to become members. Annual dues for this year are fifty cents. A quarterly bulletin, edited by J. C. Aldrich, Webster Groves, is sent to members.

The Missouri Council is under no illusion that the task of building intelligence and good will adequate to the present situation rests

upon the teachers of the social studies alone. It rests upon all our teachers, for we all deal with society either subjectively or objectively. Our citizens must be made aware of the situation also. Perhaps most of us have had thoughts similar to those expressed by H. L. Laski: "In our time the conditions of fundamental change are present; but we seem like-

ly to fail to utilize them less because there is disagreement upon objectives than because there is disunity about the methods whereby the objectives can be attained." Education is one method, but not the only one. We have to be concerned with the techniques of administration in our society, with both what is done and how it is done.

THEY THINK ME QUEER

As a taxpayer I am expected to join the Taxpayers' Association and vociferously demand that "taxes be reduced." I am told that only thus can I keep above water in these days of depression. But my total bill for all direct taxes, including city, state and federal, is less than \$300 per year. On the other hand, the interest on my mortgage amounts to over five times as much! I know my neighbors are in the same situation. I wonder why it does not occur to us to demand that "interest rates should be reduced." They really are crushing us. Why not reduce electric bills? Why did we permit an increase in tele-

phone rates? Why pay an additional rental of three dollars a year for a telephone instrument whose extra cost of manufacture is not much more? My taxes constitute but a small portion of my expenses. Why not reduce the more important items? A 10-per cent cut in interest would mean an annual saving of over \$150 to me. A similar reduction in my taxes would mean less than \$30. My neighbors merely shrug their shoulders and think me queer. "A taxpayer who will not complain about crushing taxes!"—ABRAHAM EPSTEIN in the *New Republic*.



ATWOOD THOMAS

Neighborhood Stories



A new third-grade geography

added to the famous Atwood-Thomas Geography Series. It offers delightful, informal stories that help children to understand the important geographic lesson of interdependence. Check exercises test comprehension. Many attractive illustrations. \$0.76, subject to discount.

GINN AND COMPANY

2301 PRAIRIE AVE., CHICAGO

Program of the Missouri Council for Social Studies

Reported by Guy V. Price, Secretary

IN COLUMBIA, April 13th, fifty members of the Missouri Council of Social Studies, an affiliated body of the Missouri State Teachers' Association, considered the bearing and implications of the Report on the Social Studies of the American Historical Association. President W. Francis English, of the Carrollton High School, presided. The forenoon discussion was led by Dr. McCutcheon, of the John Burroughs School, and a panel composed of Miss Mary Latshaw, East High School, Kansas City, Mr. G. L. Blackwell, Central High School, St. Joseph, Mr. Glen Ogle, Webster Groves, and Mr. J. C. Aldrich, also of Webster Groves, Dr. Guy V. Price of the Kansas City Teachers' College, Dr. C. H. McClure, of Kirksville Teachers College, Mr. Marlow Market, Jennings High School, and Mr. Fred Clarenbach, Jefferson City, dealt with a series of questions. It was apparent that the commission had in mind not only an educational philosophy, but also a social philosophy. The educational philosophy included the approval of such underlying ideas as democracy, tolerance, science, and pacific international relations, while the social ideal which the commission stressed emphasized the transition from individualism to some form of collectivism. This term was not intended to be used in a doctrinal sense primarily, but rather as descriptive of certain trends in American society. The Commission was of the opinion that the new social order might be a much better distributed individual benefit of the fruits of modern science, but that this would require a great deal of intelligent cooperation. A fair degree of consensus of opinion was obtained on the point that the Report was only a step in a long process, and that apart from the volume on Conclusions and Recommendations, much of the material presented is of a factual sort intended to make available the fruits of research.

It was this point of view which was stressed by Supt. W. E. Goslin, of Webster Groves, who made one of the principal addresses in the afternoon session. He praised the general report, but regretted that it was thought necessary that the conclusions should have been abstracted from them. Rather, it is for the teachers to use the longer volumes, like those of *Civic Education*, *Social Foundations of Education*, *Education as Social Policy*, in much the same way as other materials are used. *We must not adopt a report, but adapt it to our needs.* Participating in the panel discussions of the afternoon were Mr. R. V. Harman, Northeast Junior College, Kansas City; Mr. T. E. Dale, St. Joseph; Mr. J. D. Hull, Springfield; Mr. E. A. McKay, Columbia.

Dr. Elmer Ellis, University of Missouri, reported on trends in enrollment in courses in Missouri High Schools during the past ten

years. Some of his findings were to the effect that Citizenship or Civics is almost universally taught in the ninth grade; a course in World History has become standard; American history courses are on the increase; courses in Human Geography and in American Problems are also on the increase.

Mr. Harman, who had much to do with Bulletin Ten, published in 1928, pointed out that the bulletin indicated at least five ways of testing material, the social, the political, the economic, the geographical and the idealistic. It appears that in teaching as well as in research variety must be employed. At some times cooperation and synthesis yield the most beneficial results; at others specialization and intensive development of one aspect of social problems brings about a better understanding.

At any rate the new order of affairs which some call a new social order is under way. The schools are contributing to that building by clarifying individual, social and educational ideals, by giving concrete information on human affairs, both by a comparative and contemporary method, on such living issues as security, relief, taxation, by developing favorable attitudes toward peaceful change which new situations require, and perhaps most of all by the millions of boys and girls who receive enough specific information in the schools to enable them to better perform the ordinary duties of citizens, wage earners and consumers of various kinds. But it was repeatedly stated that the teacher is both artist and scientist and needs sympathetic understanding of actual human needs as well as facts. All objectives have to be mediated to the child in terms which the child can understand. It is no longer a question of child-centered versus a community-centered school; it is rather one of efficient teaching.

Among superintendents present and participating, besides Mr. Goslin were, Supt. H. P. Study, Springfield, President of the MSTA, and Supt. W. E. Rosenstengel, Columbia.

Among motions made was one authorizing the President to appoint a committee on curriculum revision which would form something of a central clearing house and which would work with other agencies concerned with the same general problem. It was felt that the problem was not one that could be done once for all, but like any other plan in our society, requires continuous study and revision. All teachers of the social studies, elementary, high and college are invited to become members. Annual dues for this year are fifty cents. A quarterly bulletin, edited by J. C. Aldrich, Webster Groves, is sent to members.

The Missouri Council is under no illusion that the task of building intelligence and good will adequate to the present situation rests

upon the teachers of the social studies alone. It rests upon all our teachers, for we all deal with society either subjectively or objectively. Our citizens must be made aware of the situation also. Perhaps most of us have had thoughts similar to those expressed by H. L. Laski: "In our time the conditions of fundamental change are present; but we seem like-

ly to fail to utilize them less because there is disagreement upon objectives than because there is disunity about the methods whereby the objectives can be attained." Education is one method, but not the only one. We have to be concerned with the techniques of administration in our society, with both what is done and how it is done.

THEY THINK ME QUEER

As a taxpayer I am expected to join the Taxpayers' Association and vociferously demand that "taxes be reduced." I am told that only thus can I keep above water in these days of depression. But my total bill for all direct taxes, including city, state and federal, is less than \$300 per year. On the other hand, the interest on my mortgage amounts to over five times as much! I know my neighbors are in the same situation. I wonder why it does not occur to us to demand that "interest rates should be reduced." They really are crushing us. Why not reduce electric bills? Why did we permit an increase in tele-

phone rates? Why pay an additional rental of three dollars a year for a telephone instrument whose extra cost of manufacture is not much more? My taxes constitute but a small portion of my expenses. Why not reduce the more important items? A 10-per cent cut in interest would mean an annual saving of over \$150 to me. A similar reduction in my taxes would mean less than \$30. My neighbors merely shrug their shoulders and think me queer. "A taxpayer who will not complain about crushing taxes!"—ABRAHAM EPSTEIN in the *New Republic*.



ATWOOD THOMAS

Neighborhood Stories



A new third-grade geography

added to the famous Atwood-Thomas Geography Series. It offers delightful, informal stories that help children to understand the important geographic lesson of interdependence. Check exercises test comprehension. Many attractive illustrations. \$0.76, subject to discount.

GINN AND COMPANY

2301 PRAIRIE AVE., CHICAGO



Bernice Beggs, Editor

THE CAT AND THE JAY

A saucy jay sat on a limb;
He looked at me. . . I looked at him.
I sought to join him on the bough:
He said, "Goodbye!" . . . and I said, "Meow!"
Marcella Mitchell.

EATICUS FASTO

Eaticus Fasto won't play ball,
Skate, or swim, or run at all;
Eaticus Fasto just won't ride:
Sits all day on a chair inside.
Sit and sit!
Think of it!
Watching the hands of the clock go 'round,
And so slow
They seem to go
Eaticus thinks the hands are bound.

Eaticus likes red raspberry tart
A la mode or a la carte.
Eaticus likes ducks wild or tame—
Just so it's food, it's all the same.
Sit and sit!
Think of it!
Waiting around for the twelve o'clock chime;
Waiting for three;
Waiting for six;
Dinner or luncheon or supper time.

Eaticus weighs three hundred and four:
After a meal he weighs still more.
Bulges out like a sack of air;
Has six chins, but doesn't care.
Sit and sit!
Think of it!
Scolding him now will do no good.
There's the call
To the breakfast hall
Wouldn't be Eaticus if I could.

Helene Burnson Grouse.

THE FLEA SPEAKS

No one ever wrote a poem
About poor little me.
I'm just a flea on Rover's back,
But I'm cunning as can be.

I have the keenest little bite;
My legs are short and knobby;
I leap and hop with speed and grace,
Gymnastics are my hobby.

Sometimes when I can't find a dog,
I get in people's beds;
But my choice home is in the hair
Of canine quadrupeds.

Letha Current Lile
(Marcella Mitchell)

"COME TO DINNER"

If both my thumbs were Lollipops
And all my fingers Sugar-sticks—
At dinner time I'd never stop play
'Cept just to take ten licks!
Mary A. Hart

O-O-O-O-H!

If you want to eat an onion
Or take even a tiny bite.
Be sure and let it cool, first
'Cause once I didn't—quite!
Mary A. Hart

CLOUDS

White clouds, black clouds
Purple clouds and gray
When the sun is shining,
Where have you gone away?

You sail so high across the sky,
And float above the ships.
But when the sun is shining
To the far away you slip.

Way off in the somewhere
You must make your home
For when the sun is shining
Whither there you roam.

Florence Soden

THE AIRPLANE

Alvin is making an airplane,
Of balsa wood fine and light;
It has every part like a real one,
And will fly through the air like a kite.

It has a tiny instrument board,
And a nice little steering wheel!
When it's finished at last and goes sailing
along,
How proud the maker will feel!

Myrtle G. Burger

ABOUT CATS

A Dog is such a noisy thing—
Like boys or er-o-planes—
But Oh! A darling Kitty-cat
Can snore just like he sings.

"Tina" was my Mrs. Kittee
"Snookey" was the Dad—
"Hooley" was their children
And that's all the cats I had.

Mary A. Hart



OUR RURAL SCHOOLS

By Miss Ada Boyer

THE TEACHER AND HER SUMMER

"**S**TILL SITS the schoolhouse by the road" but the teachers are beginning to scatter here, yonder, and elsewhere to spend a profitable or unprofitable summer. Whether or not we shall be physically, mentally, morally, and spiritually fit next September depends entirely upon the use we make of the intervening months. Being fit is not a matter of chance but of knowing, thinking, planning, and making the best of what is at hand. That we have little money is usually evident, but there are many interesting things in life beside money, and even without it, one can climb a bit higher up Ambition's ladder if she chooses to exert herself physically and mentally.

Staying home on the farm or in the small

town is one possibility offered many teachers, and there is endless lamentation over this dire calamity. As one tender young college student wailed, "I'll go home and hibernate all summer." But one need not hibernate. There are so many intensely interesting things to be found on the farm or in the nearby wooded spaces close to town that one has only to awaken to find thrilling adventures at hand. For less than two dollars, books on birds, insects, flowers, wild plants and trees can be purchased. No text book for a five hour course is so crammed with fascinating material as that found in these guides to nature. My expensive texts grow dust-laden on the shelves; my bird book is worn to pieces.

There is not a teacher who cannot learn more in a daily ramble of twenty minutes in her own woodlot than can be gained in any

IF HE HAD CHEWING GUM IN HIS MOUTH

He probably wouldn't be doing this with his pencil.

CONCENTRATION seems to bring an unconscious focus upon the mouth. Chewing gum is clean. It will help keep pencils, pens and hands away from the mouth. Also in this era of Soft Food, it provides chewing exercise.



Forward Looking manufacturers call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising. What you read over our signature about chewing gum, you can believe.

The National Association of
Chewing Gum Manufacturers.

P-110

THERE IS A REASON, A TIME AND PLACE FOR CHEWING GUM . . . FOUR FACTORS THAT HELP TEETH LAST A LIFETIME ARE: PROPER NUTRITION, PERSONAL CARE, DENTAL CARE AND PLENTY OF CHEWING EXERCISE



Bernice Beggs, Editor

THE CAT AND THE JAY

A saucy jay sat on a limb;
He looked at me. . . I looked at him.
I sought to join him on the bough:
He said, "Goodbye!" . . . and I said, "Meow!"
Marcella Mitchell.

EATICUS FASTO

Eaticus Fasto won't play ball,
Skate, or swim, or run at all;
Eaticus Fasto just won't ride:
Sits all day on a chair inside.
Sit and sit!
Think of it!
Watching the hands of the clock go 'round,
And so slow
They seem to go
Eaticus thinks the hands are bound.

Eaticus likes red raspberry tart
A la mode or a la carte.
Eaticus likes ducks wild or tame—
Just so it's food, it's all the same.
Sit and sit!
Think of it!
Waiting around for the twelve o'clock chime;
Waiting for three;
Waiting for six;
Dinner or luncheon or supper time.

Eaticus weighs three hundred and four:
After a meal he weighs still more.
Bulges out like a sack of air;
Has six chins, but doesn't care.
Sit and sit!
Think of it!
Scolding him now will do no good.
There's the call
To the breakfast hall
Wouldn't be Eaticus if I could.

Helene Burnson Grouse.

THE FLEA SPEAKS

No one ever wrote a poem
About poor little me.
I'm just a flea on Rover's back,
But I'm cunning as can be.

I have the keenest little bite;
My legs are short and knobby;
I leap and hop with speed and grace,
Gymnastics are my hobby.

Sometimes when I can't find a dog,
I get in people's beds;
But my choice home is in the hair
Of canine quadrupeds.

Letha Current Lile
(Marcella Mitchell)

"COME TO DINNER"

If both my thumbs were Lollipops
And all my fingers Sugar-sticks—
At dinner time I'd never stop play
'Cept just to take ten licks!
Mary A. Hart

O-O-O-O-H!

If you want to eat an onion
Or take even a tiny bite.
Be sure and let it cool, first
'Cause once I didn't—quite!
Mary A. Hart

CLOUDS

White clouds, black clouds
Purple clouds and gray
When the sun is shining,
Where have you gone away?

You sail so high across the sky,
And float above the ships.
But when the sun is shining
To the far away you slip.

Way off in the somewhere
You must make your home
For when the sun is shining
Whither there you roam.

Florence Soden

THE AIRPLANE

Alvin is making an airplane,
Of balsa wood fine and light;
It has every part like a real one,
And will fly through the air like a kite.

It has a tiny instrument board,
And a nice little steering wheel!
When it's finished at last and goes sailing
along,
How proud the maker will feel!

Myrtle G. Burger

ABOUT CATS

A Dog is such a noisy thing—
Like boys or er-o-planes—
But Oh! A darling Kitty-cat
Can snore just like he sings.

"Tina" was my Mrs. Kittee
"Snookey" was the Dad—
"Hooley" was their children
And that's all the cats I had.

Mary A. Hart



OUR RURAL SCHOOLS

By Miss Ada Boyer

THE TEACHER AND HER SUMMER

"**S**TILL SITS the schoolhouse by the road" but the teachers are beginning to scatter here, yonder, and elsewhere to spend a profitable or unprofitable summer. Whether or not we shall be physically, mentally, morally, and spiritually fit next September depends entirely upon the use we make of the intervening months. Being fit is not a matter of chance but of knowing, thinking, planning, and making the best of what is at hand. That we have little money is usually evident, but there are many interesting things in life beside money, and even without it, one can climb a bit higher up Ambition's ladder if she chooses to exert herself physically and mentally.

Staying home on the farm or in the small

town is one possibility offered many teachers, and there is endless lamentation over this dire calamity. As one tender young college student wailed, "I'll go home and hibernate all summer." But one need not hibernate. There are so many intensely interesting things to be found on the farm or in the nearby wooded spaces close to town that one has only to awaken to find thrilling adventures at hand. For less than two dollars, books on birds, insects, flowers, wild plants and trees can be purchased. No text book for a five hour course is so crammed with fascinating material as that found in these guides to nature. My expensive texts grow dust-laden on the shelves; my bird book is worn to pieces.

There is not a teacher who cannot learn more in a daily ramble of twenty minutes in her own woodlot than can be gained in any

IF HE HAD CHEWING GUM IN HIS MOUTH

He probably wouldn't be doing this with his pencil.

CONCENTRATION seems to bring an unconscious focus upon the mouth. Chewing gum is clean. It will help keep pencils, pens and hands away from the mouth. Also in this era of Soft Food, it provides chewing exercise.



Forward Looking manufacturers call upon great Universities to make impartial investigations of their products. Results of such research form the basis of our advertising. What you read over our signature about chewing gum, you can believe.

The National Association of
Chewing Gum Manufacturers.

P-110

THERE IS A REASON, A TIME AND PLACE FOR CHEWING GUM . . . FOUR FACTORS THAT HELP TEETH LAST A LIFETIME ARE: PROPER NUTRITION, PERSONAL CARE, DENTAL CARE AND PLENTY OF CHEWING EXERCISE

botany course. And exit the notebook. Teachers need knowledge in their heads, not tucked away in notebooks. One who puts in spare time studying the things right under her eyes will be surprised and delighted by the times the knowledge will serve her well next term. Everything in the whole teaching world means more when a joyful knowledge of the out-of-doors goes with it. Go down on your knees and watch ants for a half hour in your own backyard; stop dead still and spy on a couple of towhees if you think life is dull; go hunting a quail's nest if you think ennui is upon you; sit for an hour and study crawfish, minnows and small fish at the edge of the deepest pool in the creek if isolation is distasteful; and then when September arrives, a teacher will go back into the schoolroom.

Another wholly fascinating diversion is a garden. No one is so poor she cannot plant things: bulbs in a bowl, flowers near the house, vegetables on a half-acre tract—size does not matter, but raising plants whether in large or small amounts or for pleasure or profit is the most instructive summer course to be found in the whole vacation curriculum. Putting seeds into the ground and then waiting and watching until they develop is just a bit more interesting than any algebra problem and a deal more helpful when classes grow dull in October and November. Why, there is much more education in a flower bed, a vegetable garden, a row of corn, a field of pumpkins than in long hours under college professors! After all, there is no reason for teachers not acquiring a few experiences beside the vicarious ones upon which they are everlastingly fed from books.

Another self-supervised summer course is swimming. Whether in the five thousand dollar pool or the ol' swimmin' hole, swimming is tip-top sport for developing muscles. Of course, by this is not meant the lady-like lounging on the sands, but the swishing, diving, kicking, racing, really swimming kind—the kind done by small boys when no frightened mother is by, the kind that uses every muscle, every ounce of energy. Teachers with college credit are admirable; but the one who can race the neighbor kids to the end of the pool has something to take into a schoolroom—something college credit cannot give to her.

But at that, one does not have to be rich to be able to spend part of her summer in school, and summer school is immensely profitable if taken not too seriously. These students who come from summer school with all E's have missed a lot: the sports, the association, the extra educational advantages of lectures, plays, music and religion the summer school offers. School can build a strong body and a strong mind, or it can build a strong mind at the expense of a strong body. Conning books is an easy, lazy way to spend a summer and some timid individuals grow so attached to books they forget that books

should play no greater part in life than other experiences. The association of men and women offered by a friendly game of golf should make teachers pack brogues and golf clubs instead of notebooks; the lure of the open road at sunset should make them choose a course in horseback riding in preference to another in psychology.

For all that, however, one should give time enough to summer work to make it profitable. There is much to be gained from books, a world of knowledge that is sometimes useful, and if a person gives a reasonable amount of time to acquiring it, it can become extremely beneficial when momentous questions arise. I am not saying one should be content with low grades, far from it, for low grades show lack of effort usually, and the good teachers are good scholars since one must love learning to become truly interested in imparting it. But it does seem every teacher has the right to choose the subject she thinks best fitted to her use. Our algebra is gone and with it long hours of effort; our geometry is usually a vague memory; and the hours put in on French verbs have brought us nothing; but there is much still intact—facts that we need each minute, knowledge of international events, national politics and history, current problems of sociology, helpful phases of English work, and a super-abundance of other facts that fit teachers to belong to a profession supposed to be possessed of astonishing knowledge on every subject. Education's facts are necessary, but getting them to the exclusion of real experiences, real thinking, and real living is perhaps a bit unwise. After all, education is living, not merely getting ready to live.

Beside hibernating at home, or going to school, a teacher, whether rich or poor, can do a bit of traveling, no matter if it be just to the county seat or to Moscow. No use in letting space worry one. A farm woman isolated on her infertile section of land with her chickens, flowers, and Bible can become a well educated woman; a teacher who has traveled here and there is sometimes an educated, trained thinker who can recognize the inevitable changing trend of her times. It is all in what one is willing to put into thinking. Travel alone is no educator; staying at home does not always denote provincialism; but the teacher who can travel is in a fair way to become educated and have some knowledge of people and places that is invaluable in her work as well as in her association with others.

One need not go far away to secure some knowledge of well-known places. Here in our own section, visiting Pilot Knob is more helpful than first-hand information concerning Westminster Abbey; the Lake of the Ozarks demands more attention than Lake Geneva; and our state Capitol is better conversational material than the Statue of Liberty. Mis-

souri's parks, the Mark Twain section, the Shepherd of the Hills cave, the springs all lend an interest to travel at home; while near here in St. Louis nothing is more worthy of attention than the huge botanical garden—Shaw's Garden. It is an education to spend long hours there, loitering from plant to plant, reading the labels, recognizing wild flowers, admiring rare hot-house plants, chatting with the kindly old men who have grown old among their beloved charges—so old that they seem to have imbibed some of the beaming, impartial atmosphere of the flowers they tend. If one can not go to the southland to see strange plants, nor to the north to find rare trees, nor to the desert to study the cactuses, then Shaw's Garden, virtually at our own front door offers the best substitute.

It would be wrong to discuss summer plans and leave out the possibilities of getting a job outside the teaching world, for of all the educational opportunities offered to us, work is the leader when it comes to acquiring real knowledge. "We learn by doing" as we so glibly reported in our first education classes. A change of employment keeps the teacher an individual, a human being, and prevents her becoming too sure of herself, too pedantic, too school-teacherish. No one can work long under an employer of any kind and not find that, outside of school, "the monarch of all she surveys" is very likely to be just another cog in the great industrial wheel, no wiser, no more skillful, no more noticeable than her fellow-workers. The schoolroom and our constant dictatorship develops in us a superior, I'll-teach-the-world attitude which we often do not even know we possess; but when we find ordinary directions are sometimes lost upon us, when we feel ourselves treated as equals merely, and not superiors, and when we awaken to the fact that we are not Miss Blank, Teacher, but Miss Nobody, employee, we gain something never found between the pages of text-books, something never learned in a school room, but something very essential to the happiness and well-being of ourselves and our pupils during the months to come.

All these opportunities for growth and many others, too, await the teachers when school doors are locked. If we learn to live outside the schoolroom, we are thus better fitted to live inside it. Every human experience that is ours adds to our knowledge of society, and since our business is training society, surely we need to know of things not found between dust-laden pages, nor yet in books fresh from the printer. A huge living text-book of life will open its refreshing pages to us during the coming months, and how well we learn the lessons depends entirely upon the physical and mental effort we put into conning them, for life offers nothing to one who will not exert himself to find the things that lie close at hand. But if we seek, if we find, if we use the material thus at hand, we grow a bit wiser, a trifle more capable, noticeably more sympathetic, and much, much more human.

Romance



All day, every day! The romance of thrilling companions as you rest or play by day; dance or stroll at night. The romance of the exotic tropics as your ship slips smoothly through a glistening sea. The romance of foreign ports—and their exciting, romantic history!

Recreation



A whole world of it is yours! By day you play thrilling games on broad decks, swim in refreshing salt water in one of two large outdoor pools, tramp vigorously around the vast promenade. When evening comes, there are pre-release talkies, entertainment, concerts, dancing to rhythmic strains under millions of blinking stars!

Rest



As much of it as you desire! Spacious, airy cabins—all outside—enhance your sleeping hours. Beautifully furnished public rooms invite you to lounge in classic luxury. Deck chairs in the glowing sunshine, fanned by cooling sea breezes, beckon you to loaf!

*All yours on these delightful Circle
Tours by Panama Pacific to*

CALIFORNIA!

One way water—One way air or rail

All the joys of life are yours on one of these ever-thrilling trips! 5500 miles around America by sea, visiting foreign lands en route. 3500 miles by air or rail across America! 3 weeks—or 3 months!

Reduced steamer First Class fare—\$185. Tourist Cabin \$120. Fare and a half for round trips by sea. Choice of routes. Sail from New York or California on 33,000-ton *Virginia*, *California* or *Pennsylvania*, largest and *only* ships in the service with air-cooled dining salons and two outdoor pools. Visit Havana, Panama Canal, Balboa, Panama, San Diego (for Mexico), Los Angeles (Hollywood), San Francisco. Stopovers granted. Fares cover transportation from home town and return, meals and shipboard expenses. Apply to your travel agent or write Dept. J at the address below for complete details and itineraries.

PANAMA PACIFIC LINE

Associated with American Merchant, Baltimore Mail and United States Lines to Europe; Panama Pacific and United States Lines Cruises.

No. 1 Broadway, New York City
216 N. Michigan Ave., Chicago

botany course. And exit the notebook. Teachers need knowledge in their heads, not tucked away in notebooks. One who puts in spare time studying the things right under her eyes will be surprised and delighted by the times the knowledge will serve her well next term. Everything in the whole teaching world means more when a joyful knowledge of the out-of-doors goes with it. Go down on your knees and watch ants for a half hour in your own backyard; stop dead still and spy on a couple of towhees if you think life is dull; go hunting a quail's nest if you think ennui is upon you; sit for an hour and study crawfish, minnows and small fish at the edge of the deepest pool in the creek if isolation is distasteful; and then when September arrives, a teacher will go back into the schoolroom.

Another wholly fascinating diversion is a garden. No one is so poor she cannot plant things: bulbs in a bowl, flowers near the house, vegetables on a half-acre tract—size does not matter, but raising plants whether in large or small amounts or for pleasure or profit is the most instructive summer course to be found in the whole vacation curriculum. Putting seeds into the ground and then waiting and watching until they develop is just a bit more interesting than any algebra problem and a deal more helpful when classes grow dull in October and November. Why, there is much more education in a flower bed, a vegetable garden, a row of corn, a field of pumpkins than in long hours under college professors! After all, there is no reason for teachers not acquiring a few experiences beside the vicarious ones upon which they are everlastingly fed from books.

Another self-supervised summer course is swimming. Whether in the five thousand dollar pool or the ol' swimmin' hole, swimming is tip-top sport for developing muscles. Of course, by this is not meant the lady-like lounging on the sands, but the swishing, diving, kicking, racing, really swimming kind—the kind done by small boys when no frightened mother is by, the kind that uses every muscle, every ounce of energy. Teachers with college credit are admirable; but the one who can race the neighbor kids to the end of the pool has something to take into a schoolroom—something college credit cannot give to her.

But at that, one does not have to be rich to be able to spend part of her summer in school, and summer school is immensely profitable if taken not too seriously. These students who come from summer school with all E's have missed a lot: the sports, the association, the extra educational advantages of lectures, plays, music and religion the summer school offers. School can build a strong body and a strong mind, or it can build a strong mind at the expense of a strong body. Conning books is an easy, lazy way to spend a summer and some timid individuals grow so attached to books they forget that books

should play no greater part in life than other experiences. The association of men and women offered by a friendly game of golf should make teachers pack brogues and golf clubs instead of notebooks; the lure of the open road at sunset should make them choose a course in horseback riding in preference to another in psychology.

For all that, however, one should give time enough to summer work to make it profitable. There is much to be gained from books, a world of knowledge that is sometimes useful, and if a person gives a reasonable amount of time to acquiring it, it can become extremely beneficial when momentous questions arise. I am not saying one should be content with low grades, far from it, for low grades show lack of effort usually, and the good teachers are good scholars since one must love learning to become truly interested in imparting it. But it does seem every teacher has the right to choose the subject she thinks best fitted to her use. Our algebra is gone and with it long hours of effort; our geometry is usually a vague memory; and the hours put in on French verbs have brought us nothing; but there is much still intact—facts that we need each minute, knowledge of international events, national politics and history, current problems of sociology, helpful phases of English work, and a super-abundance of other facts that fit teachers to belong to a profession supposed to be possessed of astonishing knowledge on every subject. Education's facts are necessary, but getting them to the exclusion of real experiences, real thinking, and real living is perhaps a bit unwise. After all, education is living, not merely getting ready to live.

Beside hibernating at home, or going to school, a teacher, whether rich or poor, can do a bit of traveling, no matter if it be just to the county seat or to Moscow. No use in letting space worry one. A farm woman isolated on her infertile section of land with her chickens, flowers, and Bible can become a well educated woman; a teacher who has traveled here and there is sometimes an educated, trained thinker who can recognize the inevitable changing trend of her times. It is all in what one is willing to put into thinking. Travel alone is no educator; staying at home does not always denote provincialism; but the teacher who can travel is in a fair way to become educated and have some knowledge of people and places that is invaluable in her work as well as in her association with others.

One need not go far away to secure some knowledge of well-known places. Here in our own section, visiting Pilot Knob is more helpful than first-hand information concerning Westminster Abbey; the Lake of the Ozarks demands more attention than Lake Geneva; and our state Capitol is better conversational material than the Statue of Liberty. Mis-

souri's parks, the Mark Twain section, the Shepherd of the Hills cave, the springs all lend an interest to travel at home; while near here in St. Louis nothing is more worthy of attention than the huge botanical garden—Shaw's Garden. It is an education to spend long hours there, loitering from plant to plant, reading the labels, recognizing wild flowers, admiring rare hot-house plants, chatting with the kindly old men who have grown old among their beloved charges—so old that they seem to have imbibed some of the beaming, impartial atmosphere of the flowers they tend. If one can not go to the southland to see strange plants, nor to the north to find rare trees, nor to the desert to study the cactuses, then Shaw's Garden, virtually at our own front door offers the best substitute.

It would be wrong to discuss summer plans and leave out the possibilities of getting a job outside the teaching world, for of all the educational opportunities offered to us, work is the leader when it comes to acquiring real knowledge. "We learn by doing" as we so glibly reported in our first education classes. A change of employment keeps the teacher an individual, a human being, and prevents her becoming too sure of herself, too pedantic, too school-teacherish. No one can work long under an employer of any kind and not find that, outside of school, "the monarch of all she surveys" is very likely to be just another cog in the great industrial wheel, no wiser, no more skillful, no more noticeable than her fellow-workers. The schoolroom and our constant dictatorship develops in us a superior, I'll-teach-the-world attitude which we often do not even know we possess; but when we find ordinary directions are sometimes lost upon us, when we feel ourselves treated as equals merely, and not superiors, and when we awaken to the fact that we are not Miss Blank, Teacher, but Miss Nobody, employee, we gain something never found between the pages of text-books, something never learned in a school room, but something very essential to the happiness and well-being of ourselves and our pupils during the months to come.

All these opportunities for growth and many others, too, await the teachers when school doors are locked. If we learn to live outside the schoolroom, we are thus better fitted to live inside it. Every human experience that is ours adds to our knowledge of society, and since our business is training society, surely we need to know of things not found between dust-laden pages, nor yet in books fresh from the printer. A huge living text-book of life will open its refreshing pages to us during the coming months, and how well we learn the lessons depends entirely upon the physical and mental effort we put into conning them, for life offers nothing to one who will not exert himself to find the things that lie close at hand. But if we seek, if we find, if we use the material thus at hand, we grow a bit wiser, a trifle more capable, noticeably more sympathetic, and much, much more human.

Romance



All day, every day! The romance of thrilling companions as you rest or play by day; dance or stroll at night. The romance of the exotic tropics as your ship slips smoothly through a glistening sea. The romance of foreign ports—and their exciting, romantic history!

Recreation



A whole world of it is yours! By day you play thrilling games on broad decks, swim in refreshing salt water in one of two large outdoor pools, tramp vigorously around the vast promenade. When evening comes, there are pre-release talkies, entertainment, concerts, dancing to rhythmic strains under millions of blinking stars!

Rest



As much of it as you desire! Spacious, airy cabins—all outside—enhance your sleeping hours. Beautifully furnished public rooms invite you to lounge in classic luxury. Deck chairs in the glowing sunshine, fanned by cooling sea breezes, beckon you to loaf!

*All yours on these delightful Circle
Tours by Panama Pacific to*

CALIFORNIA!

One way water—One way air or rail

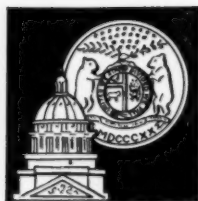
All the joys of life are yours on one of these ever-thrilling trips! 5500 miles around America by sea, visiting foreign lands en route. 3500 miles by air or rail across America! 3 weeks—or 3 months!

Reduced steamer First Class fare—\$185. Tourist Cabin \$120. Fare and a half for round trips by sea. Choice of routes. Sail from New York or California on 33,000-ton *Virginia*, *California* or *Pennsylvania*, largest and *only* ships in the service with air-cooled dining salons and two outdoor pools. Visit Havana, Panama Canal, Balboa, Panama, San Diego (for Mexico), Los Angeles (Hollywood), San Francisco. Stopovers granted. Fares cover transportation from home town and return, meals and shipboard expenses. Apply to your travel agent or write Dept. J at the address below for complete details and itineraries.

PANAMA PACIFIC LINE

Associated with American Merchant, Baltimore Mail and United States Lines to Europe; Panama Pacific and United States Lines Cruises.

No. 1 Broadway, New York City
216 N. Michigan Ave., Chicago



STATE DEPARTMENT OF EDUCATION



Music Program of the State Department of Education

Lytton S. Davis
State Director of Music

THE SCHOOL MUSIC situation in Missouri is certainly looking upward. Many schools that discontinued music because of the so-called depression are now finding that they cannot get along without it. Other schools that had planned to start a music department and had delayed doing so are now hunting a music teacher. The small school situation is certainly very encouraging. Schools with an enrollment of from 75 to 100, in many cases have bands with a membership of 35. We have had a large number of demands from music teachers and superintendents for a more standardized set-up of music teaching in our high schools, therefore we issued a new set of regulations for the certification of high school teachers.

1935 RULES FOR CERTIFICATION OF HIGH SCHOOL AND GRADE SCHOOL MUSIC TEACHERS AND GRADE SCHOOL MUSIC SUPERVISORS

Including requirements for full time music teachers, those teaching part time, new teachers, and those who are already teaching with less than 120 college hours.

Course of Study

We hope to be able to issue a new music Syllabus which should be ready for distribution early in September. This new Syllabus will definitely define certification of teachers, program of study, required courses, credits to be allowed, and a plan for allowing credit for private study.

Advance Information

In order to meet the demand from numerous superintendents and music teachers with regard to qualifying for next year, this bulletin has been prepared.

New High School Teachers Majoring In Music Teaching

New teachers accepting positions as full time music teachers or who will devote the major portion of their time to teaching music, must have at least 24 hours in music, including five hours in each subject taught, with a total of 120 college hours. They must meet

the educational requirements of the regular high school teacher.

New High School Teachers Who Minor In Music Teaching.

New teachers accepting positions as part time music teachers, or who devote only a minor portion of their time to the teaching of music, must have at least 15 hours credit in music, including 5 hours in each subject taught, with a total of 120 hours. They must meet the educational requirements of the regular high school teacher.

High School Teachers With At Least One Year of Successful Teaching Experience Who Have Less Than 120 Hours.

There are a great many music teachers now teaching, who have had a great deal of professional experience, but who have not yet met the educational requirements for teaching in high school. As a temporary measure, these teachers may continue under the following conditions:

- A. Apply to Mr. E. R. Adams, Director of Certification, Department of Education, for a one year certificate. Written recommendations from school authorities must accompany application.
- B. Show that he has been doing work of exceptional merit.
- C. Enroll in an accredited educational institution and earn at least six hours yearly. Some of this work may be done by correspondence.

Upon receiving application, Mr. Adams will confer with the State Director of Music and a special advisory committee, and if this applicant is found to be doing outstanding work he will be issued a *Special One Year* certificate, which may be renewed each year by meeting the minimum requirement of six hours of study. Any teacher who receives pay from school funds must meet these requirements.

Grade School Music Supervisor

Any teacher who qualifies to teach music in high school and who has had some training in vocal music, piano, sight-singing, dictation and ear-training, may supervise grade school music.

Any qualified grade school teacher who has had some training in vocal music, piano, sight-singing, dictation and ear-training, may supervise grade school music, provided he has a minimum of 15 college hours in music.

Respectfully submitted,

Lytton S. Davis,
State Director of Music
Lloyd W. King,
State Superintendent of Schools

1935-1936 LIST OF COUNTY CHORUS SONGS

Each county should do this list as a minimum amount of music work if you wish (to do) additional work suggestive material is outlined in course of study.

All records are subject to a 20% discount at Jenkins Music Co., Kansas City, Mo., or Lyon & Healy, Chicago, Ill.

Songs are all found in "The Music Hour," One-Book Course, which may be procured from the Pupils Reading Circle of the Missouri State Teachers Association, Columbia, Missouri.

1. THE BROOM, page 3, Record # 22620, price .75
 - A. Art Correlation
 - (a) Original—Original drawings of different types of brooms. Draw brooms.
 - (b) Collective—Children should collect pretty pictures of brooms in various connections, Broom factories, Broom cornfields, etc.
 - B. Historical Correlation
 - (a) How and when did brooms first come into use? Where does the broom industry thrive chiefly? Gather original ideas in this connection.
 - C. Rhythmic Work
 - (a) A little descriptive play might be originated with this song. Rhythmic action with sweeping brooms or dusting brooms might be worked into the play. Originate interesting activity of some sort so that a physical connection may be made.
2. MARCHING STAR, page 14, Record # 22621, price .75
 - A. Art Correlation
 - (a) Original—Draw pictures of stars. Make stars. Color stars. Make bright stars covered with tinfoil.
 - (b) Collective—Collect pictures of children sleeping, pictures of various groups of stars, pictures of the milky way, etc.
 - B. Historical Correlation
 - (a) Story of Lowell Mason, one of the best American composers. Find some of his hymns.
 - (b) How do these stars march? Do they actually move? Do they move like the sun?
3. THE WAY TO DREAMLAND TOWN, page 62, Record # 22621 on same record
 - A. Art Correlation
 - (a) Original—Draw any pictures suggestive of dreamland town, sand man, etc.
 - (b) Collective—Collect pictures for note book suggesting anything in this connection.
 - B. Historical Correlation
 - (a) How did a lullaby originate? What is meant by "sleepy land express?"
 - C. Rhythmic Work
 - (a) Girls may rock-a-by baby, swinging, two counts to the measure. A dreamy lulling situation should be affected. Excellent theme for a playlet.
4. THE QUEEN OF ARABIA, page 44, Record # 22621 on same record
 - A. Art Correlation
 - (a) Original—An excellent opportunity for original drawings.
 - (b) Collective—Life in Arabia may be easily depicted through collecting descriptive pictures of Arabia and Arabian life. Pictures of Arabic dances and musical instruments should be found.

TRAVEL NOW ... PAY LATER

The Cunard White Star Deferred Payment Plan in cooperation with Morris Plan Banks was originated especially for you. 25% down . . . no further payments before October, if you sail after June 15 . . . and the balance is divided into monthly payments, the last one being due next June. Normally, no co-makers or endorsers are required . . . and all costs, including rail fare in the U. S., steamship fare and all expenses abroad, can be included. The plan applies to independent travel and to scores of attractive all-expense tours conducted by our agents everywhere; also to all cruises. See your local agent, or mail the coupon.

SAMPLE TOUR

26 DAY TRIP TO
EUROPE \$77 DOWN

Sailing from New York July 5 . . . returning July 29 . . . visiting Scotland, England, Belgium, France . . . including Tourist Class passage, hotels, meals, transportation and sightseeing. Total cost as low as \$320 . . . payable \$77 down, balance monthly.

CUNARD WHITE STAR

25 BROADWAY • NEW YORK

FOR A REAL VACATION . . . SUMMER CRUISE OR TRIP TO EUROPE . . . MAIL THIS COUPON TODAY!

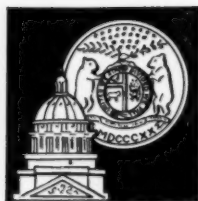
Cunard White Star Line,
25 Broadway, New York.

I am interested in sailing around
1935, on a
Cruise of about days.
European trip of about days.
Send full details on the Deferred Payment Plan.

Name

Address

13



STATE DEPARTMENT OF EDUCATION



Music Program of the State Department of Education

Lytton S. Davis
State Director of Music

THE SCHOOL MUSIC situation in Missouri is certainly looking upward. Many schools that discontinued music because of the so-called depression are now finding that they cannot get along without it. Other schools that had planned to start a music department and had delayed doing so are now hunting a music teacher. The small school situation is certainly very encouraging. Schools with an enrollment of from 75 to 100, in many cases have bands with a membership of 35. We have had a large number of demands from music teachers and superintendents for a more standardized set-up of music teaching in our high schools, therefore we issued a new set of regulations for the certification of high school teachers.

1935 RULES FOR CERTIFICATION OF HIGH SCHOOL AND GRADE SCHOOL MUSIC TEACHERS AND GRADE SCHOOL MUSIC SUPERVISORS

Including requirements for full time music teachers, those teaching part time, new teachers, and those who are already teaching with less than 120 college hours.

Course of Study

We hope to be able to issue a new music Syllabus which should be ready for distribution early in September. This new Syllabus will definitely define certification of teachers, program of study, required courses, credits to be allowed, and a plan for allowing credit for private study.

Advance Information

In order to meet the demand from numerous superintendents and music teachers with regard to qualifying for next year, this bulletin has been prepared.

New High School Teachers Majoring In Music Teaching

New teachers accepting positions as full time music teachers or who will devote the major portion of their time to teaching music, must have at least 24 hours in music, including five hours in each subject taught, with a total of 120 college hours. They must meet

the educational requirements of the regular high school teacher.

New High School Teachers Who Minor In Music Teaching.

New teachers accepting positions as part time music teachers, or who devote only a minor portion of their time to the teaching of music, must have at least 15 hours credit in music, including 5 hours in each subject taught, with a total of 120 hours. They must meet the educational requirements of the regular high school teacher.

High School Teachers With At Least One Year of Successful Teaching Experience Who Have Less Than 120 Hours.

There are a great many music teachers now teaching, who have had a great deal of professional experience, but who have not yet met the educational requirements for teaching in high school. As a temporary measure, these teachers may continue under the following conditions:

- A. Apply to Mr. E. R. Adams, Director of Certification, Department of Education, for a one year certificate. Written recommendations from school authorities must accompany application.
- B. Show that he has been doing work of exceptional merit.
- C. Enroll in an accredited educational institution and earn at least six hours yearly. Some of this work may be done by correspondence.

Upon receiving application, Mr. Adams will confer with the State Director of Music and a special advisory committee, and if this applicant is found to be doing outstanding work he will be issued a *Special One Year* certificate, which may be renewed each year by meeting the minimum requirement of six hours of study. Any teacher who receives pay from school funds must meet these requirements.

Grade School Music Supervisor

Any teacher who qualifies to teach music in high school and who has had some training in vocal music, piano, sight-singing, dictation and ear-training, may supervise grade school music.

Any qualified grade school teacher who has had some training in vocal music, piano, sight-singing, dictation and ear-training, may supervise grade school music, provided he has a minimum of 15 college hours in music.

Respectfully submitted,

Lytton S. Davis,
State Director of Music
Lloyd W. King,
State Superintendent of Schools

1935-1936 LIST OF COUNTY CHORUS SONGS

Each county should do this list as a minimum amount of music work if you wish (to do) additional work suggestive material is outlined in course of study.

All records are subject to a 20% discount at Jenkins Music Co., Kansas City, Mo., or Lyon & Healy, Chicago, Ill.

Songs are all found in "The Music Hour," One-Book Course, which may be procured from the Pupils Reading Circle of the Missouri State Teachers Association, Columbia, Missouri.

1. THE BROOM, page 3, Record # 22620, price .75
 - A. Art Correlation
 - (a) Original—Original drawings of different types of brooms. Draw brooms.
 - (b) Collective—Children should collect pretty pictures of brooms in various connections, Broom factories, Broom cornfields, etc.
 - B. Historical Correlation
 - (a) How and when did brooms first come into use? Where does the broom industry thrive chiefly? Gather original ideas in this connection.
 - C. Rhythmic Work
 - (a) A little descriptive play might be originated with this song. Rhythmic action with sweeping brooms or dusting brooms might be worked into the play. Originate interesting activity of some sort so that a physical connection may be made.
2. MARCHING STAR, page 14, Record # 22621, price .75
 - A. Art Correlation
 - (a) Original—Draw pictures of stars. Make stars. Color stars. Make bright stars covered with tinfoil.
 - (b) Collective—Collect pictures of children sleeping, pictures of various groups of stars, pictures of the milky way, etc.
 - B. Historical Correlation
 - (a) Story of Lowell Mason, one of the best American composers. Find some of his hymns.
 - (b) How do these stars march? Do they actually move? Do they move like the sun?
3. THE WAY TO DREAMLAND TOWN, page 62, Record # 22621 on same record
 - A. Art Correlation
 - (a) Original—Draw any pictures suggestive of dreamland town, sand man, etc.
 - (b) Collective—Collect pictures for note book suggesting anything in this connection.
 - B. Historical Correlation
 - (a) How did a lullaby originate? What is meant by "sleepy land express?"
 - C. Rhythmic Work
 - (a) Girls may rock-a-by baby, swinging, two counts to the measure. A dreamy lulling situation should be affected. Excellent theme for a playlet.
4. THE QUEEN OF ARABIA, page 44, Record # 22621 on same record
 - A. Art Correlation
 - (a) Original—An excellent opportunity for original drawings.
 - (b) Collective—Life in Arabia may be easily depicted through collecting descriptive pictures of Arabia and Arabian life. Pictures of Arabic dances and musical instruments should be found.

TRAVEL NOW ... PAY LATER

The Cunard White Star Deferred Payment Plan in cooperation with Morris Plan Banks was originated especially for you. 25% down . . . no further payments before October, if you sail after June 15 . . . and the balance is divided into monthly payments, the last one being due next June. Normally, no co-makers or endorsers are required . . . and all costs, including rail fare in the U. S., steamship fare and all expenses abroad, can be included. The plan applies to independent travel and to scores of attractive all-expense tours conducted by our agents everywhere; also to all cruises. See your local agent, or mail the coupon.

SAMPLE TOUR

26 DAY TRIP TO
EUROPE \$77 DOWN

Sailing from New York July 5 . . . returning July 29 . . . visiting Scotland, England, Belgium, France . . . including Tourist Class passage, hotels, meals, transportation and sightseeing. Total cost as low as \$320 . . . payable \$77 down, balance monthly.

CUNARD WHITE STAR

25 BROADWAY • NEW YORK

FOR A REAL VACATION . . . SUMMER CRUISE OR TRIP TO EUROPE . . . MAIL THIS COUPON TODAY!

Cunard White Star Line,
25 Broadway, New York.

I am interested in sailing around
1935, on a
Cruise of about days.
European trip of about days.
Send full details on the Deferred Payment Plan.

Name

Address

13

- B. Historical Correlation**
 (a) Original stories should be found of life in Arabia.
 (b) Why were the Arabians such horsemen?
- C. Rhythmic Work**
 (a) Simple instruments might be made similar to tomtoms, cymbals, etc.
 (b) Some child might costume and perform a descriptive dance assisted by a rhythm band in true Arabic style.
- 5. MARCHING 'ROUND THE SCHOOLROOM**, page 2, Record # 22992, price .75
A. Art Correlation
 (a) Original—Draw pictures of marching soldiers.
 (b) Collective—Collect any pictures suggestive of group marching soldiers, students, etc.
B. Historical Correlation
 (a) Why do soldiers march?
 (b) How do children march? Processional marches of Kings, weddings, celebrations.
C. Rhythmic Work
 (a) Do as the songs say, march round the school room. See that every child can keep in step. Imitate wooden soldiers. Originate a game suggested by song.
- 6. ROSA**, page 67, Record # 22992 on same record
A. Art Correlation
 (a) Original—Draw a picture of Rosa as the child might think of her with proper colors for her dress, hat, and her hair.
 (b) Collective—Collect pictures of Flemish life.
B. Historical Correlation
 (a) Flanders is the home of Flemish people. Life in northern Belgium. A Fleming is a Belgian who speaks the Flemish language.
 (b) Flanders Field.—World War connection.
 (c) Origin of folk songs. They sprang from the hearts and lives of the people.
C. Rhythmic Work
 (a) Typical Flemish dances might be engaged in by children in simple Flemish costumes.
 (b) 6/8 rhythm should be explained and impressed upon the children in that it uses three eighth notes to the count.
- 7. THE MINUET**, page 76, Record # 22992 on same record
A. Art Correlation
 (a) Original—Draw pictures of the costume suggested in this song, use colors.
 (b) Collective—Beautiful pictures of The Minuet, an old French folk dance may be found. Grace and charming poise suggested in pictures of dance.
B. Historical Correlation
 (a) A wonderful opportunity for connecting the different dance forms in music with present day life. The Minuet and Gavotte are of French folk origin. Originally they were the dances of the people.
 (b) Care should be taken to impress the grandeur of the old dance form as contrasted with some of the present day vulgarity.
C. Rhythmic Work
 (a) Another excellent opportunity for active participation. Teach the children the steps to The Minuet.
 (b) Play other minuets (Minuet in G). Develop gracefulness and poise.
- 8. THE HARP THAT ONCE THROUGH TARA'S HALL**, page 82, Record # 22993, price .75
A. Art Correlation
 (a) Original—Draw a picture of the harp.
 (b) Collective—Collect pictures of Irish life, Irish churches, and homes. Collect pictures of various instruments that resemble a harp, piano.
B. Historical Correlation
 (a) Tell the story of Tara's Halls. Discuss the emotional life and the high ideals of the Irish people. Be sure that the meaning of this song is impressed upon the children.
- 9. MY HEART EVER FAITHFUL**, page 128, Record # 22993 same record
A. Art Correlation
 (a) Collective—Collect pictures of choral singing, pictures of famous churches and pipe organs are to be included.
- B. Historical Correlation**
 (a) A brief story of Bach, especially of his childhood. Let his life lend inspiration to all of the children.
- 10. MARCHING SONG**, page 84, Record # 36032, price \$1.25
A. Art Correlation
 (a) Original—Draw pictures suggestive of the life depicted by Stevenson in this Scotch setting.
 (b) Collective—Find a picture of a "grenadier," and a Scotch drum.
B. Historical Correlation
 (a) Discuss the life depicted here and make a connection with American children.
C. Rhythmic Work
 (a) Have the children learn to play the tune with a piece of paper and a comb. This is done by placing the paper on the side of the comb and humming against it. This song can be acted out almost exactly as the song suggests. The children will take great pride in costuming for this song. Another example of 6/8 marching time.
- 11. WHICH IS THE WAY TO SOMEWHERE TOWN?** Page 132, Record # 36032 on same record
A. Art Correlation
 (a) Draw a picture of a child floating on the clouds of dreamland. Let the children use their imagination.
 (b) Collective—Collect a few pictures suggestive of this theme, if possible.
B. Rhythmic Work
 (a) This is a good example of the waltz swinging style. Let the child suggest rhythmic action for this song. Hum with the phonograph, using action.
- 12. A TEA PARTY IN FAIRYLAND**, Page 150, Record # 36032 same record
A. Art Correlation
 (a) Original—Draw a picture of a lovely fairy.
 (b) Collective—Gather pictures of various kinds of fairies.
B. Historical Correlation
 (a) Tell the history of fairy tales. Enter into elaborate discussions in this regard. Play upon the imagination of the children.
C. Rhythmic Work
 (a) Another excellent example of 6/8 time.
 (b) Originate descriptive action using two counts per measure.
- 13. IF I WERE YOU**, Page 138, Record # 36032 on same record
 This song should be used with the upper grade children using the two parts, if at all possible. A special choir with more advanced children might be chosen for this number. This would add an incentive to your music work.
- 14. FOREIGN CHILDREN**, Page 160, Record # 36032 on same record
 Another song well adapted to your special school choir. Care should be taken to give the special effects that are suggested in this song.
A. Art Correlation
 (a) Original—Pictures of various foreign children might be drawn.
 (b) Collective—Collect all available pictures describing the life, costuming, etc., of children suggested in this song.
B. Historical Correlation
 (a) Tell the children something about Victor Herbert who was one of America's greatest composers.
 (b) Robert L. Stevenson should be discussed briefly.
 (c) Make all connections that are possible with the lives of these children.
- 15. SAILOR SONG**, Page 152, Record # 36032 on same record
 Another number which could be used for your school choir.
A. Art Correlation
 (a) Collective—Collect sea pictures suggestive of sailor life.
B. Historical Correlation
 (a) What country excelled in the past in sailing the seas?
 (b) Explain the peculiar words used in this song. Connect them with sailor life.
C. Rhythmic Work
 (a) An excellent opportunity to develop interpretative action. Good boys song.

16. UNDER THE WINDOW, Page 162, Record # 36033, Price \$1.25

A. Art Correlation

- (a) Original—Draw a picture of a garden, flowers and trees with appropriate colors. Draw a picture of a robin.
(b) Collective—Gather pictures of all kinds of gardens.

B. Aesthetic Value

- (a) This song gives excellent opportunity for developing a love of natural beauty.

17. WHO HAS SEEN THE WIND? Page 174, Record # 36033, Price \$1.25

Another song which might be used for your special school choir. By all means use the two parts.

A. Art Correlation

- (a) Original—Draw a picture of a tree bending before the wind.
(b) Collective—Collect pictures in which the wind is performing.

B. Correlation with Geography

- (a) What causes the wind?
(b) How can we measure the speed of the wind?

18. ITALIAN STREET FAIR, Page 164, Record # 36033 on same record

Sing the two parts.

A. Art Correlation

- (a) Original—Draw a picture of a street fair or carnival.
(b) Collective—Collect pictures of such scenes and describe.

B. Historical Correlation

- (a) Discuss Italian folk life and music. Discuss Italy's contribution to music.
(b) The do-re-me syllables are of the Italian origin. Piano came from Italy, etc.

C. Rhythmic Work

- (a) Let the children suggest an original game interpreting this song.

19. HOME ON THE RANGE, Page 116, Record # 24271, Price .75

Use the two parts in the refrain.

A. Art Correlation

- (a) Original—Draw a picture of a cowboy riding a horse.
(b) Collective—Collect a large number of pictures suggested by this song.

B. Historical Correlation

- (a) An excellent opportunity is provided in this song for connecting the story of our pioneer life with our present day activities.
(b) The cowboy song is one type of American folk song. Others are, negro spiritual, the mountaineer song, and Indian music. Connections should be made and examples given of all these different types.

20. DON JUAN MINUET, Page 120, Record # 20440, Price .75

Much the same as "The Minuet." Learn the steps to a Minuet Dance.

A. Historical Correlation.

- (a) A brief story of Mozart's life and the type of music which he wrote would be interesting.

Note: Children should prepare a music notebook covering the entire list of songs over the whole year. Let this partly determine their music grade.



You can't raise your own salary overnight or arrange for a sudden legacy from Australia, but you *can* borrow from Household to meet your money problem—quickly and privately. Your signature alone is all that's necessary. No inquiries of friends, relatives or school executives. You can repay Household out of your salary, taking as long as 20 months. The coupon below brings all the information. You can complete arrangements by mail if you wish.

Under the Household Loan Plan you get the full amount of the loan in cash. Nothing deducted in advance. Send in the coupon today.

HOUSEHOLD FINANCE CORPORATION

MISSOURI OFFICES

KANSAS CITY

2nd Floor, Shankman Bldg.,
3119 Troost Ave.
Valentine 2157

ST. LOUIS

19th Floor, Railway Exchange
Bldg., Olive St., bet. 6th and 7th.
Central 7321

4th Floor, The Dierks Bldg.,
1006 Grand Ave.
Harrison 4025

4th Fl., Missouri Theatre Bldg.
634 No. Grand Blvd.
Jefferson 5300

ST. JOSEPH—4th Floor, Tootle Bldg.
Phone: 6-1565

Household charges the low monthly rate
set by the Missouri law, 2 1/4% on unpaid
balances only

.....
This coupon brings you FREE information—use it

Name.....

Street.....City.....

Home Phone.....

Amount I wish to borrow \$.....

My salary is \$.....

I teach at.....

This inquiry does not obligate me to borrow or put me to any expense.

State Band and Orchestra Directors Association

A group of band and orchestra directors got together about a year ago and decided that we needed a state band and orchestra organization, so that we could affiliate with the national organization. Consequently a meeting was called November 25, 1934, at the Tiger Hotel in Columbia, Missouri. It was attended by about 50 band and orchestra directors. A temporary organization was set up with the following officers:

- B. Historical Correlation**
 (a) Original stories should be found of life in Arabia.
 (b) Why were the Arabians such horsemen?
- C. Rhythmic Work**
 (a) Simple instruments might be made similar to tomtoms, cymbals, etc.
 (b) Some child might costume and perform a descriptive dance assisted by a rhythm band in true Arabic style.
- 5. MARCHING 'ROUND THE SCHOOLROOM**, page 2, Record # 22992, price .75
A. Art Correlation
 (a) Original—Draw pictures of marching soldiers.
 (b) Collective—Collect any pictures suggestive of group marching soldiers, students, etc.
B. Historical Correlation
 (a) Why do soldiers march?
 (b) How do children march? Processional marches of Kings, weddings, celebrations.
C. Rhythmic Work
 (a) Do as the songs say, march round the school room. See that every child can keep in step. Imitate wooden soldiers. Originate a game suggested by song.
- 6. ROSA**, page 67, Record # 22992 on same record
A. Art Correlation
 (a) Original—Draw a picture of Rosa as the child might think of her with proper colors for her dress, hat, and her hair.
 (b) Collective—Collect pictures of Flemish life.
B. Historical Correlation
 (a) Flanders is the home of Flemish people. Life in northern Belgium. A Fleming is a Belgian who speaks the Flemish language.
 (b) Flanders Field.—World War connection.
 (c) Origin of folk songs. They sprang from the hearts and lives of the people.
C. Rhythmic Work
 (a) Typical Flemish dances might be engaged in by children in simple Flemish costumes.
 (b) 6/8 rhythm should be explained and impressed upon the children in that it uses three eighth notes to the count.
- 7. THE MINUET**, page 76, Record # 22992 on same record
A. Art Correlation
 (a) Original—Draw pictures of the costume suggested in this song, use colors.
 (b) Collective—Beautiful pictures of The Minuet, an old French folk dance may be found. Grace and charming poise suggested in pictures of dance.
B. Historical Correlation
 (a) A wonderful opportunity for connecting the different dance forms in music with present day life. The Minuet and Gavotte are of French folk origin. Originally they were the dances of the people.
 (b) Care should be taken to impress the grandeur of the old dance form as contrasted with some of the present day vulgarity.
C. Rhythmic Work
 (a) Another excellent opportunity for active participation. Teach the children the steps to The Minuet.
 (b) Play other minuets (Minuet in G). Develop gracefulness and poise.
- 8. THE HARP THAT ONCE THROUGH TARA'S HALL**, page 82, Record # 22993, price .75
A. Art Correlation
 (a) Original—Draw a picture of the harp.
 (b) Collective—Collect pictures of Irish life, Irish churches, and homes. Collect pictures of various instruments that resemble a harp, piano.
B. Historical Correlation
 (a) Tell the story of Tara's Halls. Discuss the emotional life and the high ideals of the Irish people. Be sure that the meaning of this song is impressed upon the children.
- 9. MY HEART EVER FAITHFUL**, page 128, Record # 22993 same record
A. Art Correlation
 (a) Collective—Collect pictures of choral singing, pictures of famous churches and pipe organs are to be included.
- B. Historical Correlation**
 (a) A brief story of Bach, especially of his childhood. Let his life lend inspiration to all of the children.
- 10. MARCHING SONG**, page 84, Record # 36032, price \$1.25
A. Art Correlation
 (a) Original—Draw pictures suggestive of the life depicted by Stevenson in this Scotch setting.
 (b) Collective—Find a picture of a "grenadier," and a Scotch drum.
B. Historical Correlation
 (a) Discuss the life depicted here and make a connection with American children.
C. Rhythmic Work
 (a) Have the children learn to play the tune with a piece of paper and a comb. This is done by placing the paper on the side of the comb and humming against it. This song can be acted out almost exactly as the song suggests. The children will take great pride in costuming for this song. Another example of 6/8 marching time.
- 11. WHICH IS THE WAY TO SOMEWHERE TOWN?** Page 132, Record # 36032 on same record
A. Art Correlation
 (a) Draw a picture of a child floating on the clouds of dreamland. Let the children use their imagination.
 (b) Collective—Collect a few pictures suggestive of this theme, if possible.
B. Rhythmic Work
 (a) This is a good example of the waltz swinging style. Let the child suggest rhythmic action for this song. Hum with the phonograph, using action.
- 12. A TEA PARTY IN FAIRYLAND**, Page 150, Record # 36032 same record
A. Art Correlation
 (a) Original—Draw a picture of a lovely fairy.
 (b) Collective—Gather pictures of various kinds of fairies.
B. Historical Correlation
 (a) Tell the history of fairy tales. Enter into elaborate discussions in this regard. Play upon the imagination of the children.
C. Rhythmic Work
 (a) Another excellent example of 6/8 time.
 (b) Originate descriptive action using two counts per measure.
- 13. IF I WERE YOU**, Page 138, Record # 36032 on same record
 This song should be used with the upper grade children using the two parts, if at all possible. A special choir with more advanced children might be chosen for this number. This would add an incentive to your music work.
- 14. FOREIGN CHILDREN**, Page 160, Record # 36032 on same record
 Another song well adapted to your special school choir. Care should be taken to give the special effects that are suggested in this song.
A. Art Correlation
 (a) Original—Pictures of various foreign children might be drawn.
 (b) Collective—Collect all available pictures describing the life, costuming, etc., of children suggested in this song.
B. Historical Correlation
 (a) Tell the children something about Victor Herbert who was one of America's greatest composers.
 (b) Robert L. Stevenson should be discussed briefly.
 (c) Make all connections that are possible with the lives of these children.
- 15. SAILOR SONG**, Page 152, Record # 36032 on same record
 Another number which could be used for your school choir.
A. Art Correlation
 (a) Collective—Collect sea pictures suggestive of sailor life.
B. Historical Correlation
 (a) What country excelled in the past in sailing the seas?
 (b) Explain the peculiar words used in this song. Connect them with sailor life.
C. Rhythmic Work
 (a) An excellent opportunity to develop interpretative action. Good boys song.

16. UNDER THE WINDOW, Page 162, Record # 36033, Price \$1.25

A. Art Correlation

- (a) Original—Draw a picture of a garden, flowers and trees with appropriate colors. Draw a picture of a robin.
(b) Collective—Gather pictures of all kinds of gardens.

B. Aesthetic Value

- (a) This song gives excellent opportunity for developing a love of natural beauty.

17. WHO HAS SEEN THE WIND? Page 174, Record # 36033, Price \$1.25

Another song which might be used for your special school choir. By all means use the two parts.

A. Art Correlation

- (a) Original—Draw a picture of a tree bending before the wind.
(b) Collective—Collect pictures in which the wind is performing.

B. Correlation with Geography

- (a) What causes the wind?
(b) How can we measure the speed of the wind?

18. ITALIAN STREET FAIR, Page 164, Record # 36033 on same record

Sing the two parts.

A. Art Correlation

- (a) Original—Draw a picture of a street fair or carnival.
(b) Collective—Collect pictures of such scenes and describe.

B. Historical Correlation

- (a) Discuss Italian folk life and music. Discuss Italy's contribution to music.
(b) The do-re-me syllables are of the Italian origin. Piano came from Italy, etc.

C. Rhythmic Work

- (a) Let the children suggest an original game interpreting this song.

19. HOME ON THE RANGE, Page 116, Record # 24271, Price .75

Use the two parts in the refrain.

A. Art Correlation

- (a) Original—Draw a picture of a cowboy riding a horse.
(b) Collective—Collect a large number of pictures suggested by this song.

B. Historical Correlation

- (a) An excellent opportunity is provided in this song for connecting the story of our pioneer life with our present day activities.
(b) The cowboy song is one type of American folk song. Others are, negro spiritual, the mountaineer song, and Indian music. Connections should be made and examples given of all these different types.

20. DON JUAN MINUET, Page 120, Record # 20440, Price .75

Much the same as "The Minuet." Learn the steps to a Minuet Dance.

A. Historical Correlation.

- (a) A brief story of Mozart's life and the type of music which he wrote would be interesting.

Note: Children should prepare a music notebook covering the entire list of songs over the whole year. Let this partly determine their music grade.



You can't raise your own salary overnight or arrange for a sudden legacy from Australia, but you *can* borrow from Household to meet your money problem—quickly and privately. Your signature alone is all that's necessary. No inquiries of friends, relatives or school executives. You can repay Household out of your salary, taking as long as 20 months. The coupon below brings all the information. You can complete arrangements by mail if you wish.

Under the Household Loan Plan you get the full amount of the loan in cash. Nothing deducted in advance. Send in the coupon today.

HOUSEHOLD FINANCE CORPORATION

MISSOURI OFFICES

KANSAS CITY

2nd Floor, Shankman Bldg.,
3119 Troost Ave.
Valentine 2157

ST. LOUIS

19th Floor, Railway Exchange
Bldg., Olive St., bet. 6th and 7th.
Central 7321

4th Floor, The Dierks Bldg.,
1006 Grand Ave.
Harrison 4025

4th Fl., Missouri Theatre Bldg.
634 No. Grand Blvd.
Jefferson 5300

ST. JOSEPH—4th Floor, Tootle Bldg.
Phone: 6-1565

Household charges the low monthly rate
set by the Missouri law, 2 1/4 % on unpaid
balances only

.....
This coupon brings you FREE information—use it

Name.....

Street.....City.....

Home Phone.....

Amount I wish to borrow \$.....

My salary is \$.....

I teach at.....

This inquiry does not obligate me to borrow or put me to any expense.

State Band and Orchestra Directors Association

A group of band and orchestra directors got together about a year ago and decided that we needed a state band and orchestra organization, so that we could affiliate with the national organization. Consequently a meeting was called November 25, 1934, at the Tiger Hotel in Columbia, Missouri. It was attended by about 50 band and orchestra directors. A temporary organization was set up with the following officers:

Clarence Best, Webster Groves-----President
T. Frank Coulter, Joplin-----1st Vice-Pres.
Lytton S. Davis, Jefferson City--2nd Vice-Pres.
James P. Robertson, Springfield---Sec.-Treas.

It was decided that the executive committee should meet and draw up a constitution which would be presented to the organization for final passage at a meeting to be held in Jefferson City, January 13, 1935. Out of this movement has developed the Missouri State Band and Orchestra Association.

State Choral Directors Association

After the band and orchestra directors had formed their organization, many choral directors felt that we should have a similar organization for the choral people. A meeting was called in Springfield during the National Music Educators Conference and a temporary choral directors organization was formed with T. Frank Coulter of Joplin temporary president, Miss Sarah K. White, St. Joseph, 1st Vice-President; Verdis Mays, Columbia, 2nd Vice-President; Miss Lelia Mooney, Steelville, Secretary-Treasurer; Member at Large, Jessie Smith, Independence. A final meeting of this organization was held in Columbia, May 3rd at which time permanent officers were selected, and future plans discussed.

State Music Advisory Committee

At the second meeting of the state band and orchestra association it was suggested that we needed some sort of state committee to meet with the teachers college and University people and determine the regulations of the district and state music contests. A committee was appointed to go into this matter and the results have been very satisfactory. It has been decided that there will be a State Music Advisory Committee composed of the following personnel:

Two members from Band and Orchestra Association

Two members from Choral Directors Association

Two members from Administrators Association

State Director of Music

This body is to be selected in the very near future and will be a representative group of all the music directors in the state. They will not only go into the matter of contests but will help organize and further any musical movement of state-wide concern. We think that these musical organizations will go far toward coordinating all of the musical forces in the state.

Instrumental and Choral Clinics

It is hoped that these two organizations will combine their efforts in sponsoring a band and orchestra and choral clinic early next fall. It has been suggested that we obtain the services of Harold Bachman and George Dasch of Chicago, Ill., for the band and orchestra clinics and perhaps Miss Carol Pitts of Omaha for the vocal clinic. This would certainly be a great boon and inspiration to the music directors of the state. This clinic idea is not

new, but it certainly is proving very satisfactory in other states. Every music director in the state should make it a point to send in his membership of \$1.00 to the secretaries of these two organizations (either or both) and get behind this movement, which we feel is really pioneering school music in the state of Missouri.

County Superintendents -elect

The following is a list of county superintendents elected at the various counties at the April election. Those starred will be new to the offices.

County	Name of Superintendent	Address
Adair -----	Marion S. Schott,	Kirkville
*Andrew -----	Otis C. Thorburn,	Rosendale
Atchison -----	Blanche Templeton,	Rockport
*Audrain -----	C. W. Mackey,	Martinsburg
*Barry -----	Earl E. Stubblefield,	Cassville
Barton -----	Elgin Dermott,	Lamar
Bates -----	Elgie Sivils,	Butler
Benton -----	Jas. R. Boring,	Warsaw
Bollinger -----	Ora Tallent,	Marble Hill
Boone -----	Chas. E. Northcutt,	Columbia
*Buchanan -----	Leonard Jones,	St. Joseph, R. 5
*Butler -----	Otto Aldrich,	Fisk
*Caldwell -----	Earl S. Teagarden,	Kidder
Callaway -----	B. W. Freiburger,	Fulton
Camden Mrs. Alma H. Claiborne,	Camdenton	
Cape Girardeau -----	O. C. Kiehne,	Jackson
Carroll -----	J. Earl Evans,	Carrollton
*Carter -----	Earl Korbey,	Ellsinore
Cass -----	May Bowlin,	Harrisonville
*Cedar -----	C. Austin Huffman,	Montevallo
*Chariton -----	J. C. Lynch,	Brunswick
Christian -----	Chas. F. Boyd,	Ozark
*Clark -----	Richard St. Clair,	Kahoka
Clay -----	E. L. Black,	Liberty
Clinton --	Mrs. Jennie C. Lankford,	Plattsburg
Cole -----	Roger Smith,	Jefferson City
*Cooper -----	Gordon Renfrow,	Boonville
*Crawford -----	J. H. Brand,	Steelville
*Dade -----	Lewis B. Montgomery,	Arcola
Dallas -----	Mrs. Nettie George,	Buffalo
Daviess -----	E. E. Duffey,	Gallatin
DeKalb -----	John W. Edie,	Maysville
Dent -----	Albert Click,	Salem
Douglas -----	C. H. Hibbard,	Ava
Dunklin -----	T. G. Douglass,	Kennett
Franklin -----	O. E. Burke,	Union
*Gasconade -----	A. G. Jackson,	Owensville
*Gentry -----	Delmas Liggett,	King City
Greene -----	L. H. Coward,	Springfield
*Grundy -----	Hugh Graham,	Trenton
*Harrison -----	Sylvia J. Sutherland,	Bethany
Henry -----	Kathryn Spangler,	Clinton
Hickory -----	Elzie I. Miller,	Hermitage
Holt -----	G. Frank Smith,	Oregon
Howard -----	Omer Folev,	Fayette
*Howell -----	Kenneth Ogle,	West Plains
Iron -----	Andy Trask, Jr.,	Ironton

Jackson	-----L. F. Blackburn, Independence
*Jasper	-----G. P. Campbell, Jasper
*Jefferson	-----A. E. Powers, Festus
Johnson	-----J. S. Maxwell, Warrensburg
Knox	-----Mrs. Anna L. Swartz, Edina
Laclede	-----G. C. Jones, Lebanon
Lafayette	-----W. H. Guenther, Lexington
*Lawrence	-----Hubert Wheeler, Aurora
Lewis	-----Mrs. Merle T. Bradshaw, Canton
Lincoln	-----Mrs. Florence Begeman, Troy
*Linn	-----John E. Fuhrman, Marceline
*Livingston	-----J. A. Boucher, Mooresville
McDonald	-----T. A. Carnell, Pineville
Macon	-----Chas. A. Powell, Macon
Madison	-----M. D. Robbins, Fredericktown
*Maries	-----Mrs. Ethel Parker, Vienna
Marion	-----E. C. Bohon, Palmyra
Mercer	-----Mrs. Cecil Hickman, Princeton
Miller	-----C. D. Snodgrass, Tuscumbia
*Mississippi	-----J. Abner Beck, East Prairie
Moniteau	-----J. P. Kay, California
*Monroe	-----Mrs. Mary Acuff, Lentner
Montgomery	-----W. F. Hupe, Montgomery City
Morgan	-----M. Wray Witten, Versailles
New Madrid	-----Milus R. Davis, New Madrid
Newton	-----Roy Scantlin, Neosho
Nodaway	-----W. H. Burr, Maryville
*Oregon	-----Roy S. Dunsmore, Thayer
Osage	-----M. O. Reed, Linn
Ozark	-----Everett Herd, Gainesville
Pemiscot	-----Harold S. Jones, Caruthersville
Perry	-----Ora E. Nelson, Perryville
Pettis	-----C. F. Scotten, Sedalia
Phelps	-----Ralph Marcellus, Rolla
*Pike	-----Stephen Cornish, Clarksville
*Platte	-----Joe Herndon, Ferrelview
Polk	-----Dessa Manuel, Bolivar
Pulaski	-----J. C. Underwood, Wayneville
*Putnam	-----Geo. W. Davis, Unionville
*Ralls	-----Geo. Haden, New London
Randolph	-----J. V. Minor, Huntsville
*Ray	-----Marion Macy, Richmond
*Reynolds	-----Mrs. Nell Mann, Ellington
Ripley	-----Myrtle A. Williams, Doniphan
St. Charles	-----B. H. Jolly, St. Charles
*St. Clair	-----Arthur L. Summers, Roscoe
St. Francois	-----J. Clyde Akers, Farmington
Ste. Genevieve	-----H. J. Carron, Ste. Genevieve
St. Louis	-----R. G. Russell, Clayton
*Saline	-----Frank W. McGraw, Napton
*Schuyler	-----Ben A. White, Downing
Scotland	-----I. M. Horn, Memphis
Scott	-----O. F. Anderson, Benton
Shannon	-----J. Virgil Thompson, Eminence
Shelby	-----Mrs. Virginia Bethards, Shelbyville
*Stoddard	-----M. L. Grant, Bernie
*Stone	-----Raymond Patterson, Galena, R. 2
Sullivan	-----Hildred Spencer, Milan
Taney	-----E. B. Adams, Forsyth
Texas	-----Forrest L. Dunivin, Houston
Vernon	-----Mrs. Nannie V. Holmes, Nevada
Warren	-----F. W. Kehr, Marthasville
Washington	-----Fred L. Cole, Potosi
Wayne	-----Chas. M. Randall, Greenville
Webster	-----Perry Shook, Marshfield
*Worth	-----R. S. Fadeley, Worth
*Wright	-----Mrs. Essa Findley, Mt. Grove

COOL CARIBBEAN TOURS

ALL EXPENSE

Weekly Sailings

\$203⁰⁵
from
ST. LOUIS

**19
Glorious
Days**

Through rates from other points on application

GUATEMALA-HONDURAS

COOL, CLEAN, COMFORTABLE TRAVEL

... makes this tour unusually pleasant and restful. Luxurious air-conditioned Illinois Central trains whisk you from St. Louis to New Orleans. Then comes the excitement of boarding a cool, palatial steamer of the Great White Fleet followed by lazy days of cruising on the delightfully cool Caribbean. Congenial companions to join in gay parties—deck sports—music—dancing under a silvery moon. Delicious meals and commodious outside staterooms.

NEW ORLEANS EN ROUTE

An ideal introduction to the country you are going to visit. New Orleans, often called "The Paris of America" for its gayety, sophistication, and the picturesque streets and courtyards in the renowned French Quarter. You will enjoy the famous Creole cooking, the beauty and hospitality of this fascinating city, the gateway to...

GLORIOUS GUATEMALA

A full week in colorful Guatemala. Two hundred mile scenic trip from Puerto Barrios to the mile-high and delightfully cool capital, lovely Guatemala City—comfortable hotels—thrilling sightseeing—a 200 mile auto trip at points reaching 10,000 feet above sea level—cool—invigorating. See the glory of old Spain reflected in the ruins of Antigua—Indian villages—quaint Spanish homes—volcanoes—grotesque monoliths and ancient ruins, vivid reminders of the Mayans, the most mysterious of all vanished civilizations.

GREAT WHITE FLEET

United Fruit Company

111 W. Washington Street, Chicago

or

ILLINOIS CENTRAL

Room 501 Central Station, Chicago

Please send me free folder and full information regarding All-Expense Cruises to Guatemala.

Name.....

Street.....

City..... State.....

Clarence Best, Webster Groves-----President
T. Frank Coulter, Joplin-----1st Vice-Pres.
Lytton S. Davis, Jefferson City--2nd Vice-Pres.
James P. Robertson, Springfield---Sec.-Treas.

It was decided that the executive committee should meet and draw up a constitution which would be presented to the organization for final passage at a meeting to be held in Jefferson City, January 13, 1935. Out of this movement has developed the Missouri State Band and Orchestra Association.

State Choral Directors Association

After the band and orchestra directors had formed their organization, many choral directors felt that we should have a similar organization for the choral people. A meeting was called in Springfield during the National Music Educators Conference and a temporary choral directors organization was formed with T. Frank Coulter of Joplin temporary president, Miss Sarah K. White, St. Joseph, 1st Vice-President; Verdis Mays, Columbia, 2nd Vice-President; Miss Lelia Mooney, Steelville, Secretary-Treasurer; Member at Large, Jessie Smith, Independence. A final meeting of this organization was held in Columbia, May 3rd at which time permanent officers were selected, and future plans discussed.

State Music Advisory Committee

At the second meeting of the state band and orchestra association it was suggested that we needed some sort of state committee to meet with the teachers college and University people and determine the regulations of the district and state music contests. A committee was appointed to go into this matter and the results have been very satisfactory. It has been decided that there will be a State Music Advisory Committee composed of the following personnel:

Two members from Band and Orchestra Association

Two members from Choral Directors Association

Two members from Administrators Association

State Director of Music

This body is to be selected in the very near future and will be a representative group of all the music directors in the state. They will not only go into the matter of contests but will help organize and further any musical movement of state-wide concern. We think that these musical organizations will go far toward coordinating all of the musical forces in the state.

Instrumental and Choral Clinics

It is hoped that these two organizations will combine their efforts in sponsoring a band and orchestra and choral clinic early next fall. It has been suggested that we obtain the services of Harold Bachman and George Dasch of Chicago, Ill., for the band and orchestra clinics and perhaps Miss Carol Pitts of Omaha for the vocal clinic. This would certainly be a great boon and inspiration to the music directors of the state. This clinic idea is not

new, but it certainly is proving very satisfactory in other states. Every music director in the state should make it a point to send in his membership of \$1.00 to the secretaries of these two organizations (either or both) and get behind this movement, which we feel is really pioneering school music in the state of Missouri.

County Superintendents -elect

The following is a list of county superintendents elected at the various counties at the April election. Those starred will be new to the offices.

County	Name of Superintendent	Address
Adair -----	Marion S. Schott,	Kirkville
*Andrew -----	Otis C. Thorburn,	Rosendale
Atchison -----	Blanche Templeton,	Rockport
*Audrain -----	C. W. Mackey,	Martinsburg
*Barry -----	Earl E. Stubblefield,	Cassville
Barton -----	Elgin Dermott,	Lamar
Bates -----	Elgie Sivils,	Butler
Benton -----	Jas. R. Boring,	Warsaw
Bollinger -----	Ora Tallent,	Marble Hill
Boone -----	Chas. E. Northcutt,	Columbia
*Buchanan -----	Leonard Jones,	St. Joseph, R. 5
*Butler -----	Otto Aldrich,	Fisk
*Caldwell -----	Earl S. Teagarden,	Kidder
Callaway -----	B. W. Freiburger,	Fulton
Camden Mrs. Alma H. Claiborne,	Camdenton	
Cape Girardeau -----	O. C. Kiehne,	Jackson
Carroll -----	J. Earl Evans,	Carrollton
*Carter -----	Earl Korbey,	Ellsinore
Cass -----	May Bowlin,	Harrisonville
*Cedar -----	C. Austin Huffman,	Montevallo
*Chariton -----	J. C. Lynch,	Brunswick
Christian -----	Chas. F. Boyd,	Ozark
*Clark -----	Richard St. Clair,	Kahoka
Clay -----	E. L. Black,	Liberty
Clinton --	Mrs. Jennie C. Lankford,	Plattsburg
Cole -----	Roger Smith,	Jefferson City
*Cooper -----	Gordon Renfrow,	Boonville
*Crawford -----	J. H. Brand,	Steelville
*Dade -----	Lewis B. Montgomery,	Arcola
Dallas -----	Mrs. Nettie George,	Buffalo
Daviess -----	E. E. Duffey,	Gallatin
DeKalb -----	John W. Edie,	Maysville
Dent -----	Albert Click,	Salem
Douglas -----	C. H. Hibbard,	Ava
Dunklin -----	T. G. Douglass,	Kennett
Franklin -----	O. E. Burke,	Union
*Gasconade -----	A. G. Jackson,	Owensville
*Gentry -----	Delmas Liggett,	King City
Greene -----	L. H. Coward,	Springfield
*Grundy -----	Hugh Graham,	Trenton
*Harrison -----	Sylvia J. Sutherland,	Bethany
Henry -----	Kathryn Spangler,	Clinton
Hickory -----	Elzie I. Miller,	Hermitage
Holt -----	G. Frank Smith,	Oregon
Howard -----	Omer Folev,	Fayette
*Howell -----	Kenneth Ogle,	West Plains
Iron -----	Andy Trask, Jr.,	Ironton

Jackson	-----L. F. Blackburn, Independence
*Jasper	-----G. P. Campbell, Jasper
*Jefferson	-----A. E. Powers, Festus
Johnson	-----J. S. Maxwell, Warrensburg
Knox	-----Mrs. Anna L. Swartz, Edina
Laclede	-----G. C. Jones, Lebanon
Lafayette	-----W. H. Guenther, Lexington
*Lawrence	-----Hubert Wheeler, Aurora
Lewis	-----Mrs. Merle T. Bradshaw, Canton
Lincoln	-----Mrs. Florence Begeman, Troy
*Linn	-----John E. Fuhrman, Marceline
*Livingston	-----J. A. Boucher, Mooresville
McDonald	-----T. A. Carnell, Pineville
Macon	-----Chas. A. Powell, Macon
Madison	-----M. D. Robbins, Fredericktown
*Maries	-----Mrs. Ethel Parker, Vienna
Marion	-----E. C. Bohon, Palmyra
Mercer	-----Mrs. Cecil Hickman, Princeton
Miller	-----C. D. Snodgrass, Tuscumbia
*Mississippi	-----J. Abner Beck, East Prairie
Moniteau	-----J. P. Kay, California
*Monroe	-----Mrs. Mary Acuff, Lentner
Montgomery	-----W. F. Hupe, Montgomery City
Morgan	-----M. Wray Witten, Versailles
New Madrid	-----Milus R. Davis, New Madrid
Newton	-----Roy Scantlin, Neosho
Nodaway	-----W. H. Burr, Maryville
*Oregon	-----Roy S. Dunsmore, Thayer
Osage	-----M. O. Reed, Linn
Ozark	-----Everett Herd, Gainesville
Pemiscot	-----Harold S. Jones, Caruthersville
Perry	-----Ora E. Nelson, Perryville
Pettis	-----C. F. Scotten, Sedalia
Phelps	-----Ralph Marcellus, Rolla
*Pike	-----Stephen Cornish, Clarksville
*Platte	-----Joe Herndon, Ferrelview
Polk	-----Dessa Manuel, Bolivar
Pulaski	-----J. C. Underwood, Wayneville
*Putnam	-----Geo. W. Davis, Unionville
*Ralls	-----Geo. Haden, New London
Randolph	-----J. V. Minor, Huntsville
*Ray	-----Marion Macy, Richmond
*Reynolds	-----Mrs. Nell Mann, Ellington
Ripley	-----Myrtle A. Williams, Doniphan
St. Charles	-----B. H. Jolly, St. Charles
*St. Clair	-----Arthur L. Summers, Roscoe
St. Francois	-----J. Clyde Akers, Farmington
Ste. Genevieve	-----H. J. Carron, Ste. Genevieve
St. Louis	-----R. G. Russell, Clayton
*Saline	-----Frank W. McGraw, Napton
*Schuyler	-----Ben A. White, Downing
Scotland	-----I. M. Horn, Memphis
Scott	-----O. F. Anderson, Benton
Shannon	-----J. Virgil Thompson, Eminence
Shelby	-----Mrs. Virginia Bethards, Shelbyville
*Stoddard	-----M. L. Grant, Bernie
*Stone	-----Raymond Patterson, Galena, R. 2
Sullivan	-----Hildred Spencer, Milan
Taney	-----E. B. Adams, Forsyth
Texas	-----Forrest L. Dunivin, Houston
Vernon	-----Mrs. Nannie V. Holmes, Nevada
Warren	-----F. W. Kehr, Marthasville
Washington	-----Fred L. Cole, Potosi
Wayne	-----Chas. M. Randall, Greenville
Webster	-----Perry Shook, Marshfield
*Worth	-----R. S. Fadeley, Worth
*Wright	-----Mrs. Essa Findley, Mt. Grove

COOL CARIBBEAN TOURS

ALL EXPENSE

Weekly Sailings

\$203⁰⁵
from
ST. LOUIS

**19
Glorious
Days**

Through rates from other points on application

GUATEMALA-HONDURAS

COOL, CLEAN, COMFORTABLE TRAVEL

... makes this tour unusually pleasant and restful. Luxurious air-conditioned Illinois Central trains whisk you from St. Louis to New Orleans. Then comes the excitement of boarding a cool, palatial steamer of the Great White Fleet followed by lazy days of cruising on the delightfully cool Caribbean. Congenial companions to join in gay parties—deck sports—music—dancing under a silvery moon. Delicious meals and commodious outside staterooms.

NEW ORLEANS EN ROUTE

An ideal introduction to the country you are going to visit. New Orleans, often called "The Paris of America" for its gayety, sophistication, and the picturesque streets and courtyards in the renowned French Quarter. You will enjoy the famous Creole cooking, the beauty and hospitality of this fascinating city, the gateway to...

GLORIOUS GUATEMALA

A full week in colorful Guatemala. Two hundred mile scenic trip from Puerto Barrios to the mile-high and delightfully cool capital, lovely Guatemala City—comfortable hotels—thrilling sightseeing—a 200 mile auto trip at points reaching 10,000 feet above sea level—cool—invigorating. See the glory of old Spain reflected in the ruins of Antigua—Indian villages—quaint Spanish homes—volcanoes—grotesque monoliths and ancient ruins, vivid reminders of the Mayans, the most mysterious of all vanished civilizations.

GREAT WHITE FLEET

United Fruit Company
111 W. Washington Street, Chicago

or

ILLINOIS CENTRAL
Room 501 Central Station, Chicago

Please send me free folder and full information regarding All-Expense Cruises to Guatemala.

Name.....

Street.....

City..... State.....

M. S. T. A.

GROUP INSURANCE

MEMBERS of the Missouri State Teachers Association under 60 years of age and in good health are entitled to make application for M. S. T. A. group insurance. The rates quoted below are for \$1000 of insurance.

If 16 years of age the cost will be \$4.97.
If 17 years of age the cost will be \$5.07.
If 18 years of age the cost will be \$5.15.
If 19 years of age the cost will be \$5.26.
If 20 years of age the cost will be \$5.37.
If 21 years of age the cost will be \$5.47.
If 22 years of age the cost will be \$5.58.
If 23 years of age the cost will be \$5.64.
If 24 years of age the cost will be \$5.71.
If 25 years of age the cost will be \$5.77.
If 26 years of age the cost will be \$5.81.
If 27 years of age the cost will be \$5.85.
If 28 years of age the cost will be \$5.88.
If 29 years of age the cost will be \$5.90.
If 30 years of age the cost will be \$5.93.
If 31 years of age the cost will be \$5.95.
If 32 years of age the cost will be \$5.98.
If 33 years of age the cost will be \$6.06.
If 34 years of age the cost will be \$6.15.
If 35 years of age the cost will be \$6.26.
If 36 years of age the cost will be \$6.42.
If 37 years of age the cost will be \$6.61.
If 38 years of age the cost will be \$6.82.
If 39 years of age the cost will be \$7.06.
If 40 years of age the cost will be \$7.35.
If 41 years of age the cost will be \$7.68.
If 42 years of age the cost will be \$8.08.
If 43 years of age the cost will be \$8.49.
If 44 years of age the cost will be \$8.99.
If 45 years of age the cost will be \$9.52.

Teachers under 60 years of age and above 45 may also apply for insurance at attractive rates.

The above rates do not include the annual service fee of \$1.00 per policy (not \$1.00 per thousand but \$1.00 for each policy).

Medical examinations are not usually required of persons under 45 years of age who apply for not more than \$3000 of insurance.

Every teacher in the State should have a M. S. T. A. group insurance policy.

Please write E. M. Carter, Secretary, Columbia, Missouri, for a free application blank and full information.

HOW REPRESENTATIVES VOTED ON THE TEACHER RETIREMENT RESOLUTION

(Published at the request of Miss Genevieve Turk, Chairman of the Retirement Committee for M. S. T. A.)

HOUSE JOURNAL, TUESDAY, MARCH 19,
1935

On motion of Mr. Smith, Joint and Concurrent Resolution No. 8 was read 3rd time and placed on its final passage.

Joint and Concurrent Resolution No. 8 read 3rd time and failed by the following vote:

AYES—Messrs.

Aldrich
Armstrong
Asotsky
Barton
Bentley
Bloodworth
Brinkman
Burke
Byrnes
Cleary
Cluster
Coffield
Cooper
Daniels
DeTienne
DeWitt
Drury
Evans (Macon)
Evans (Texas)
Foerst
Fontana
Fulbright
Fyan
Gist
Gray (Atchison)
Gwinn
Hamlin
Harrison
Haskell
Hershey
Hess
Hogan
Iffrig
James
Jeffries (Camden)
Jeffries (Laclede)
Jones (Dunklin)
Jones (Jackson)
Keating
Keisker
Lafferty
Maples
McHugh
Montgomery
Pate
Phillips
Presley

Putnam
Roberts
Rodecker
Russell
Schechter
Sherwood
Shockley
Shoup
Smart
Smith
Sowers
Stewart
Sullivan
Sutton
Talbert
Taylor (Chariton)
Taylor (McDonald)
Thedinger
Vonderschmidt
Wallace
Walsh
Webbe
White
Mr. Speaker
TOTAL 71
NOES—Messrs.

Auld
Baker
Barber
Bays
Beadles
Bennett
Bowling
Breckenridge
Browning
Caldwell
Catron
Clymer
Collins
Crooks
Daily
Dale
Dickson
Dodson
Downing
Florea
Harlan
Harutun

This VACATION

SEE MORE AT LESS COST



by GREYHOUND

THIS year, roll along to vacation-land in a trim, easy-riding Greyhound bus . . . see more, enjoy more, at a sure saving. Greyhound schedules are conveniently timed for leaving and arriving. Stopover privileges are liberal. On many trips you have a choice of routes, going one way—returning another. Greyhound's year-'round low fares bring travel costs down within the reach of everyone. Visit the places you have always wanted to see, this year, by Greyhound.

• SEND THIS COUPON FOR FREE TRAVEL INFORMATION

Send this coupon to Southwestern Greyhound Lines, Fort Worth, Texas (paste it on a penny post card if you like), for pictorial folder and full information on any trip. Jot down the place you wish to visit on the margin below.

Name _____

Address _____

SOUTHWESTERN
GREYHOUND
Lines

M. S. T. A.

GROUP INSURANCE

MEMBERS of the Missouri State Teachers Association under 60 years of age and in good health are entitled to make application for M. S. T. A. group insurance. The rates quoted below are for \$1000 of insurance.

If 16 years of age the cost will be \$4.97.
If 17 years of age the cost will be \$5.07.
If 18 years of age the cost will be \$5.15.
If 19 years of age the cost will be \$5.26.
If 20 years of age the cost will be \$5.37.
If 21 years of age the cost will be \$5.47.
If 22 years of age the cost will be \$5.58.
If 23 years of age the cost will be \$5.64.
If 24 years of age the cost will be \$5.71.
If 25 years of age the cost will be \$5.77.
If 26 years of age the cost will be \$5.81.
If 27 years of age the cost will be \$5.85.
If 28 years of age the cost will be \$5.88.
If 29 years of age the cost will be \$5.90.
If 30 years of age the cost will be \$5.93.
If 31 years of age the cost will be \$5.95.
If 32 years of age the cost will be \$5.98.
If 33 years of age the cost will be \$6.06.
If 34 years of age the cost will be \$6.15.
If 35 years of age the cost will be \$6.26.
If 36 years of age the cost will be \$6.42.
If 37 years of age the cost will be \$6.61.
If 38 years of age the cost will be \$6.82.
If 39 years of age the cost will be \$7.06.
If 40 years of age the cost will be \$7.35.
If 41 years of age the cost will be \$7.68.
If 42 years of age the cost will be \$8.08.
If 43 years of age the cost will be \$8.49.
If 44 years of age the cost will be \$8.99.
If 45 years of age the cost will be \$9.52.

Teachers under 60 years of age and above 45 may also apply for insurance at attractive rates.

The above rates do not include the annual service fee of \$1.00 per policy (not \$1.00 per thousand but \$1.00 for each policy).

Medical examinations are not usually required of persons under 45 years of age who apply for not more than \$3000 of insurance.

Every teacher in the State should have a M. S. T. A. group insurance policy.

Please write E. M. Carter, Secretary, Columbia, Missouri, for a free application blank and full information.

HOW REPRESENTATIVES VOTED ON THE TEACHER RETIREMENT RESOLUTION

(Published at the request of Miss Genevieve Turk, Chairman of the Retirement Committee for M. S. T. A.)

HOUSE JOURNAL, TUESDAY, MARCH 19,
1935

On motion of Mr. Smith, Joint and Concurrent Resolution No. 8 was read 3rd time and placed on its final passage.

Joint and Concurrent Resolution No. 8 read 3rd time and failed by the following vote:

AYES—Messrs.

Aldrich
Armstrong
Asotsky
Barton
Bentley
Bloodworth
Brinkman
Burke
Byrnes
Cleary
Cluster
Coffield
Cooper
Daniels
DeTienne
DeWitt
Drury
Evans (Macon)
Evans (Texas)
Foerst
Fontana
Fulbright
Fyan
Gist
Gray (Atchison)
Gwinn
Hamlin
Harrison
Haskell
Hershey
Hess
Hogan
Iffrig
James
Jeffries (Camden)
Jeffries (Laclede)
Jones (Dunklin)
Jones (Jackson)
Keating
Keisker
Lafferty
Maples
McHugh
Montgomery
Pate
Phillips
Presley

Putnam
Roberts
Rodecker
Russell
Schechter
Sherwood
Shockley
Shoup
Smart
Smith
Sowers
Stewart
Sullivan
Sutton
Talbert
Taylor (Chariton)
Taylor (McDonald)
Thedinger
Vonderschmidt
Wallace
Walsh
Webbe
White
Mr. Speaker
TOTAL 71
NOES—Messrs.

Auld
Baker
Barber
Bays
Beadles
Bennett
Bowling
Breckenridge
Browning
Caldwell
Catron
Clymer
Collins
Crooks
Daily
Dale
Dickson
Dodson
Downing
Florea
Harlan
Harutun

This VACATION

SEE MORE AT LESS COST



by GREYHOUND

THIS year, roll along to vacation-land in a trim, easy-riding Greyhound bus . . . see more, enjoy more, at a sure saving. Greyhound schedules are conveniently timed for leaving and arriving. Stopover privileges are liberal. On many trips you have a choice of routes, going one way—returning another. Greyhound's year-'round low fares bring travel costs down within the reach of everyone. Visit the places you have always wanted to see, this year, by Greyhound.

• SEND THIS COUPON FOR FREE TRAVEL INFORMATION

Send this coupon to Southwestern Greyhound Lines, Fort Worth, Texas (paste it on a penny post card if you like), for pictorial folder and full information on any trip. Jot down the place you wish to visit on the margin below.

Name _____

Address _____

SOUTHWESTERN
GREYHOUND
Lines

LINDENWOOD COLLEGE

Founded 1827

ST. CHARLES, MISSOURI

Patterns for living are being successfully worked out at Lindenwood.

For complete information send for catalog and beautiful book of views.

JOHN L. ROEMER, President,

Box SC-35

St. Charles, Missouri.

Henson
Herring
Hudson
Jones (Saline)
Joslyn
Junge
Kallenback
Kehr
King
Kirchner
Lauf
Mahnkey
Maxey
McGee
Morris
Nelson
Newton
Norton
Nutter
Osburn
Overhulser
Raiké
Rainwater
Reinhard
Rice
Roe
Stephens (Caldwell)
Stevens (Shannon)
Still
Turley
Wells
Whitaker

Wild
Williams
TOTAL 56
ABSENT—Messrs.
Adams
Blong
Bourk
Brady
Brown
Clinkscales
Crain
Eckert
Falzone
Fritz
Gray (Barton)
Jolly
Karst
Lindhorst
Miller
Miner
Nolen
Peery
Pollard
Schick
Welborn
TOTAL 21
ABSENT WITH
LEAVE—Messrs.
Phelps
Stolte
TOTAL 2

Special Room Taught By Miss Pauline Triplett

In the Hannibal Schools



TWO SPECIAL rooms were established by the board of education and the Federated Women's Clubs of the city in 1931. Important among the aims of the special rooms are (1) the instruction of children who are incapable of progressing through school at a normal rate, (2) the discovery of special abilities, and their development when discovered, (3) and the keeping of retarded children in school through giving them worthwhile,

interesting work which is within the range of their abilities and which is suited to their individual differences. The bright, cheerful rooms where the children work meet the highest standards of modern equipment, lighting, and ventilation. In addition to regular supplies, these rooms have special equipment, consisting of workbenches, sandtables, worktables, and art materials.

The picture shows the children and some of the work done by them in one of the special rooms.

TENURE IN THE GOWER SCHOOL OF CLINTON COUNTY

F. L. Skaith, Superintendent of Schools, Gower, Missouri, and Mr. Michael Quigley, High School Principal and Teacher of Vocational Agriculture have each been elected for their eleventh consecutive year in the Gower School System. Miss Ruth Bradfield of the high school is also to serve her eleventh year in her present capacity. Misses Gibbins, Lake, and Lott will begin their ninth year, while Miss Mary Lee Doherty and Coach Gibson will begin their third year in the system. Miss Helen Wilhoit will start her second year while Miss Lorena Palmer of Maryville, Missouri, will be the only new teacher on the staff. The custodian, Mr. J. W. Wood will start his 15th consecutive year in his present position.

ANNOUNCEMENT—NATIONAL DEBATE

The Committee on Interstate Cooperation of the National University Extension Association has announced the national debate proposition for next year. It is as follows:

RESOLVED: THAT THE SEVERAL STATES SHOULD ENACT LEGISLATION PROVIDING FOR A SYSTEM OF COMPLETE MEDICAL SERVICE AVAILABLE TO ALL CITIZENS AT PUBLIC EXPENSE.

The choosing of the proposition by the national committee means that it will be debated by more than 100,000 students in the high schools, colleges, and universities throughout the nation. The debates will be heard by large and small audiences, in auditoriums and over the radio. Past experience has demonstrated that public interest generally will be stimulated.

In order to provide students with adequate materials for the study of the proposition, the Committee is devoting the eighth annual Debate Handbook to the field of medical economics. The editor of the volume is Mr. Bower Aly, of the Department of English, the University of Missouri. It is the function of the editor to secure contributions and to select reprint material which will reflect current medical and lay opinion. It should be noted that the conventions of debate do not limit the discussion to the actual statement, since the negative may offer counter-plans, such as compulsory health insurance, group practice, or annual fee payment.

Persons or organizations interested are invited to write immediately to the editor, or to send him copies of published articles which may be thought suitable for reprint or listing in bibliography. Address Mr. Bower Aly, Room 216 Jesse Hall, The University of Missouri, Columbia, Missouri.

Book Chat

Rimming the Mediterranean

This is a travelogue by President E. L. Hendricks of Teachers College at Warrensburg. One who has known Dr. Hendricks for about a quarter of a century expected much enjoyment from the reading of this story of his travels in Europe. He uses English artistically. His field of major interest is history. He has a wholesome philosophy and a delightful sense of humor. We expected to enjoy his book. Not a page was there of disappointment. We congratulate him on the good time has had on this journey around the Sea whose shores are the richest in history, art, literature and all that made and makes for a full life. He must have had a good time. His book scintillates knowledge, comprehension, a keen sense of relations, a sincere appreciation and a wholesome philosophy. Next to actually taking such a voyage with him is the reading of this, his record of the voyage.

"Rimming the Mediterranean" is published by Brown-White and Company of Kansas City. Its price is \$1.00. All profits which may arise from the sale of the book are to be used in a student loan fund for the College.

Social Change and Education

Never has the Department of Superintendence of the N. E. A. produced a more timely yearbook than this their thirteenth. It is



University of Denver SUMMER SCHOOL

1st Term: June 17 to July 24

2nd Term: July 24 to Aug. 30

(Students may register the 1st of any week)

- Graduate and undergraduate courses in all University subjects.
- Special courses for teachers.
- Unusual recreational advantages in snow-capped Rockies. Low railroad fares.

*Opportunity to attend
N. E. A. Convention.*

UNIVERSITY OF DENVER

Department M University Park, Denver, Colo.,
Send me your Summer School Bulletin.

NAME _____
Street and No. _____
City and State _____

LINDENWOOD COLLEGE

Founded 1827

ST. CHARLES, MISSOURI

Patterns for living are being successfully worked out at Lindenwood.

For complete information send for catalog and beautiful book of views.

JOHN L. ROEMER, President,

Box SC-35

St. Charles, Missouri.

Henson
Herring
Hudson
Jones (Saline)
Joslyn
Junge
Kallenback
Kehr
King
Kirchner
Lauf
Mahnkey
Maxey
McGee
Morris
Nelson
Newton
Norton
Nutter
Osburn
Overhulser
Raiké
Rainwater
Reinhard
Rice
Roe
Stephens (Caldwell)
Stevens (Shannon)
Still
Turley
Wells
Whitaker

Wild
Williams
TOTAL 56
ABSENT—Messrs.
Adams
Blong
Bourk
Brady
Brown
Clinkscales
Crain
Eckert
Falzone
Fritz
Gray (Barton)
Jolly
Karst
Lindhorst
Miller
Miner
Nolen
Peery
Pollard
Schick
Welborn
TOTAL 21
ABSENT WITH
LEAVE—Messrs.
Phelps
Stolte
TOTAL 2

Special Room Taught By Miss Pauline Triplett

In the Hannibal Schools



TWO SPECIAL rooms were established by the board of education and the Federated Women's Clubs of the city in 1931. Important among the aims of the special rooms are (1) the instruction of children who are incapable of progressing through school at a normal rate, (2) the discovery of special abilities, and their development when discovered, (3) and the keeping of retarded children in school through giving them worthwhile,

interesting work which is within the range of their abilities and which is suited to their individual differences. The bright, cheerful rooms where the children work meet the highest standards of modern equipment, lighting, and ventilation. In addition to regular supplies, these rooms have special equipment, consisting of workbenches, sandtables, worktables, and art materials.

The picture shows the children and some of the work done by them in one of the special rooms.

TENURE IN THE GOWER SCHOOL OF CLINTON COUNTY

F. L. Skaith, Superintendent of Schools, Gower, Missouri, and Mr. Michael Quigley, High School Principal and Teacher of Vocational Agriculture have each been elected for their eleventh consecutive year in the Gower School System. Miss Ruth Bradfield of the high school is also to serve her eleventh year in her present capacity. Misses Gibbins, Lake, and Lott will begin their ninth year, while Miss Mary Lee Doherty and Coach Gibson will begin their third year in the system. Miss Helen Wilhoit will start her second year while Miss Lorena Palmer of Maryville, Missouri, will be the only new teacher on the staff. The custodian, Mr. J. W. Wood will start his 15th consecutive year in his present position.

ANNOUNCEMENT—NATIONAL DEBATE

The Committee on Interstate Cooperation of the National University Extension Association has announced the national debate proposition for next year. It is as follows:

RESOLVED: THAT THE SEVERAL STATES SHOULD ENACT LEGISLATION PROVIDING FOR A SYSTEM OF COMPLETE MEDICAL SERVICE AVAILABLE TO ALL CITIZENS AT PUBLIC EXPENSE.

The choosing of the proposition by the national committee means that it will be debated by more than 100,000 students in the high schools, colleges, and universities throughout the nation. The debates will be heard by large and small audiences, in auditoriums and over the radio. Past experience has demonstrated that public interest generally will be stimulated.

In order to provide students with adequate materials for the study of the proposition, the Committee is devoting the eighth annual Debate Handbook to the field of medical economics. The editor of the volume is Mr. Bower Aly, of the Department of English, the University of Missouri. It is the function of the editor to secure contributions and to select reprint material which will reflect current medical and lay opinion. It should be noted that the conventions of debate do not limit the discussion to the actual statement, since the negative may offer counter-plans, such as compulsory health insurance, group practice, or annual fee payment.

Persons or organizations interested are invited to write immediately to the editor, or to send him copies of published articles which may be thought suitable for reprint or listing in bibliography. Address Mr. Bower Aly, Room 216 Jesse Hall, The University of Missouri, Columbia, Missouri.

Book Chat

Rimming the Mediterranean

This is a travelogue by President E. L. Hendricks of Teachers College at Warrensburg. One who has known Dr. Hendricks for about a quarter of a century expected much enjoyment from the reading of this story of his travels in Europe. He uses English artistically. His field of major interest is history. He has a wholesome philosophy and a delightful sense of humor. We expected to enjoy his book. Not a page was there of disappointment. We congratulate him on the good time has had on this journey around the Sea whose shores are the richest in history, art, literature and all that made and makes for a full life. He must have had a good time. His book scintillates knowledge, comprehension, a keen sense of relations, a sincere appreciation and a wholesome philosophy. Next to actually taking such a voyage with him is the reading of this, his record of the voyage.

"Rimming the Mediterranean" is published by Brown-White and Company of Kansas City. Its price is \$1.00. All profits which may arise from the sale of the book are to be used in a student loan fund for the College.

Social Change and Education

Never has the Department of Superintendence of the N. E. A. produced a more timely yearbook than this their thirteenth. It is



University of Denver SUMMER SCHOOL

1st Term: June 17 to July 24

2nd Term: July 24 to Aug. 30

(Students may register the 1st of any week)

- Graduate and undergraduate courses in all University subjects.
- Special courses for teachers.
- Unusual recreational advantages in snow-capped Rockies. Low railroad fares.

*Opportunity to attend
N. E. A. Convention.*

UNIVERSITY OF DENVER

Department M University Park, Denver, Colo.,
Send me your Summer School Bulletin.

NAME _____
Street and No. _____
City and State _____

timely first, because we are in the midst of social change and education should at least be awake to those changes; second, there is a feeling on the part of some that these social changes may be for good or for evil as they are guided this way or that by educational content; third, whether teachers consciously influence the direction this change takes or merely follow the lines marked by it, knowledge of and adaptation to its results are alike necessary.

Many of the questions involved in this study are of course controversial, even the committee found the views of one member sharply in conflict with those of another. Existing views are set out clearly and succinctly and a reading of them compels thought and stimulates individual reactions from which will result a direction of movement toward a goal arrived at by a democratic method.

There are fourteen signed chapters. Frederick S. Deibler, Professor of Economics, Northwestern University has written two chapters "The Evolution of Present-Day Economic Problems" and "Plans for Economic Security." Lyman Bryson, Professor of Education, Teachers College, Columbia University, contributes a chapter on "Recent Social Trends." Carroll Hill Wooddy, Adult Forum Leader, Des Moines, Iowa, is the author of "Recent Tendencies in Government," and "The Future of Governmental Change." J. B. Edmonson, Dean of the School of Education, Michigan University, writes a chapter on "Plans for an Improved Social Life." John L. Childs, Assistant Professor of Education, Teachers College, Columbia University, contributes a chapter on "A Preface to a New American Philosophy of Education." Jesse H. Newlon, Professor of Education and Director of Lincoln School, Teachers College, Columbia University, writes a chapter on "Public Opinion and Education" and another on "The Teaching Profession and Social Policy." W. W. Theisen, Assistant Superintendent of Schools, Milwaukee, Wisconsin, has a chapter on "The Problems of Teachers for the New Education." "Progress in Educational Organization" is by Frank W. Ballou, Superintendent of Schools, Washington, D. C. "Education of Children," "Edu-

cation of Youth," and "Education of Adults" are chapters respectively by Supt. Worth McClure of Seattle, Washington, Fred J. Kelly, U. S. Office of Education and John W. Studebaker, U. S. Commissioner of Education and Chairman of the Yearbook Commission.

The book is published by the Dept. of Superintendence of the N. E. A. and its price is \$2.00.

Pipes O'Pan and Beats of the Tom-Tom are delightful booklets by English classes of the Cape Girardeau Teachers College.

"The Pipes O'Pan" is a collection of short poems by students. Several of these poems might well be the products of maturer poets so far as their beauty and content are concerned. Here's one by Alfred C. Moon, Jr., of Malden which suggests Vachel Lindsay's style and talent.

Pongo-Pongo—thrum of drums
Shandu Kyham; chant of fronds.
Palm trees swaying on earth's soft breast,
A cockatoo floats on the wings of rest;
The scent of Pasha from Orchids' breath,
Earth's dark mantle of silken gloss,
The drone of jungle insect hosts.
Soft golden moonlight floats through space,
Pale green water of the silent lake,
Sea's hushed swish as the gaunt waves break.
Pongo-pongo.

Gwendolyn May Duncan may become a leader in the cult of unintelligibility if her imitation of Gertrude Stein develops into a habit.

Eccentric?

I made it so—

Bold

Hard

Glass

Shattered by those before, you say,

You say it, horrified.

Ah, Well!

It's hers,

It's mine.

"Beats of the Tom-Tom" is a collection of short stories by members of the 1c English Composition class taught by Mr. H. O. Grauel. There are eight of them by as many students. Each story makes delightful reading.

VERY PROFITABLE VACATION EMPLOYMENT

TEACHERS—PRINCIPALS—SUPERINTENDENTS

You can earn from \$200 per month up selling the **Encyclopaedia Britannica** and **Britannica Junior** to schools and individuals during the vacation period. The work is pleasant and most profitable. Territorial assignments are being made now. For particulars write to—1702-4 Fidelity Bank Bldg., Kansas City, Mo

When Boys Go Off to School

Those who enjoy the philosophizing of a teacher of boys by one who "has dealt more or less directly with six thousand or more students" and who expresses his philosophy with a pungency at once pleasant and stimulating will be delighted with Archibald Rutledge's new book by the above title.

To one who reads many books out of a mere sense of duty, this one comes as an oasis in a bleak desert. I didn't lay it down until the last page was read and with the feeling that it had been far too short.

I am constrained to quote from its pages, well aware however that quotations taken out of their setting may do an author an injustice and prove an inaccurate sampling of his flavor. He says apropos of the theme that the idea of team play and mass production are too prevalently the ideals of education. "The best beginning is for a teacher to say to himself: 'Here is a lonely soul come to me for comfort; here is a mind as good as mine, or far better, and certainly fresher. It is not like any other mind in the world. I must find out who this person is, must reverence his personality and attempt not to force my own thoughts and ideas upon him, but to give his capacities a happy chance to express themselves.'"

His first chapter, which I think is not his best, deals among other things with intelligence testing. He deals not kindly with it, too. His ideas are typically those of one who has had and is determined never to have any respect for "this modern system of attempting, in a pedestrian way, to determine intellectual capacity." This ideal is typical, but his style of expression is far above this level.

His is an optimistic philosophy without the Polly Anna method. He says he has never met a student who could not be reached by some appeal to his better nature. He makes a teacher's life seem worthwhile and actually convinces us that his at least has been, whether judged on the basis of personal satisfactions, or by the results on others. Here is his most expressive definition of a teacher: "A teacher is a rising-bell sounding in the retired hallways

ANNOUNCING . . .

A New High School American History Text

"THE RECORD OF AMERICA"

by

JAMES TRUSLOW ADAMS

CHARLES GARRETT VANNES

The importance of this NEW HISTORY with its DISTINGUISHED AUTHORSHIP cannot be over-estimated. It is an accurate and impartial text, up to the minute, dealing with every important event in our history up to April, 1935.

"THE RECORD OF AMERICA" contains a very large number of pictures, maps and cartoons—many in color. It is printed on clear paper with large type, and it is bound in an attractive and enduring cover.

your correspondence is invited

CHARLES SCRIBNER'S SONS

320 East 21st Street—Chicago, Illinois

EUROPE \$289

4 COUNTRIES

Sailing on

NORMANDIE

World's newest and largest Steamer

Write for pamphlet describing this and other attractive European Tours

111 W. Washington

POWERS TOURS

Chicago

1910—our 25th Anniversary—1935

Why Not Fifty-two Pay Checks a Year?

No
Position,
No Pay



Attend
on
Credit

CHILLICOTHE BUSINESS COLLEGE

Those of limited means need advance only a third of their board and tuition expense, the college finances the other two-thirds so the student may pay out of earnings. New \$20,000.00 Dining Hall under construction, six other big buildings in beautiful campus. \$40,000 Stadium, \$60,000 Gymnasium-Auditorium, \$30,000 Swimming Pool, over 2000 students each year. For free catalog, address

CHILLICOTHE BUSINESS COLLEGE, CHILLICOTHE, Mo.

timely first, because we are in the midst of social change and education should at least be awake to those changes; second, there is a feeling on the part of some that these social changes may be for good or for evil as they are guided this way or that by educational content; third, whether teachers consciously influence the direction this change takes or merely follow the lines marked by it, knowledge of and adaptation to its results are alike necessary.

Many of the questions involved in this study are of course controversial, even the committee found the views of one member sharply in conflict with those of another. Existing views are set out clearly and succinctly and a reading of them compels thought and stimulates individual reactions from which will result a direction of movement toward a goal arrived at by a democratic method.

There are fourteen signed chapters. Frederick S. Deibler, Professor of Economics, Northwestern University has written two chapters "The Evolution of Present-Day Economic Problems" and "Plans for Economic Security." Lyman Bryson, Professor of Education, Teachers College, Columbia University, contributes a chapter on "Recent Social Trends." Carroll Hill Wooddy, Adult Forum Leader, Des Moines, Iowa, is the author of "Recent Tendencies in Government," and "The Future of Governmental Change." J. B. Edmonson, Dean of the School of Education, Michigan University, writes a chapter on "Plans for an Improved Social Life." John L. Childs, Assistant Professor of Education, Teachers College, Columbia University, contributes a chapter on "A Preface to a New American Philosophy of Education." Jesse H. Newlon, Professor of Education and Director of Lincoln School, Teachers College, Columbia University, writes a chapter on "Public Opinion and Education" and another on "The Teaching Profession and Social Policy." W. W. Theisen, Assistant Superintendent of Schools, Milwaukee, Wisconsin, has a chapter on "The Problems of Teachers for the New Education." "Progress in Educational Organization" is by Frank W. Ballou, Superintendent of Schools, Washington, D. C. "Education of Children," "Edu-

cation of Youth," and "Education of Adults" are chapters respectively by Supt. Worth McClure of Seattle, Washington, Fred J. Kelly, U. S. Office of Education and John W. Studebaker, U. S. Commissioner of Education and Chairman of the Yearbook Commission.

The book is published by the Dept. of Superintendence of the N. E. A. and its price is \$2.00.

Pipes O'Pan and Beats of the Tom-Tom are delightful booklets by English classes of the Cape Girardeau Teachers College.

"The Pipes O'Pan" is a collection of short poems by students. Several of these poems might well be the products of maturer poets so far as their beauty and content are concerned. Here's one by Alfred C. Moon, Jr., of Malden which suggests Vachel Lindsay's style and talent.

Pongo-Pongo—thrum of drums
Shandu Kyham; chant of fronds.
Palm trees swaying on earth's soft breast,
A cockatoo floats on the wings of rest;
The scent of Pasha from Orchids' breath,
Earth's dark mantle of silken gloss,
The drone of jungle insect hosts.
Soft golden moonlight floats through space,
Pale green water of the silent lake,
Sea's hushed swish as the gaunt waves break.
Pongo-pongo.

Gwendolyn May Duncan may become a leader in the cult of unintelligibility if her imitation of Gertrude Stein develops into a habit.

Eccentric?

I made it so—

Bold

Hard

Glass

Shattered by those before, you say,

You say it, horrified.

Ah, Well!

It's hers,

It's mine.

"Beats of the Tom-Tom" is a collection of short stories by members of the 1c English Composition class taught by Mr. H. O. Grauel. There are eight of them by as many students. Each story makes delightful reading.

VERY PROFITABLE VACATION EMPLOYMENT

TEACHERS—PRINCIPALS—SUPERINTENDENTS

You can earn from \$200 per month up selling the **Encyclopaedia Britannica** and **Britannica Junior** to schools and individuals during the vacation period. The work is pleasant and most profitable. Territorial assignments are being made now. For particulars write to—1702-4 Fidelity Bank Bldg., Kansas City, Mo

When Boys Go Off to School

Those who enjoy the philosophizing of a teacher of boys by one who "has dealt more or less directly with six thousand or more students" and who expresses his philosophy with a pungency at once pleasant and stimulating will be delighted with Archibald Rutledge's new book by the above title.

To one who reads many books out of a mere sense of duty, this one comes as an oasis in a bleak desert. I didn't lay it down until the last page was read and with the feeling that it had been far too short.

I am constrained to quote from its pages, well aware however that quotations taken out of their setting may do an author an injustice and prove an inaccurate sampling of his flavor. He says apropos of the theme that the idea of team play and mass production are too prevalently the ideals of education. "The best beginning is for a teacher to say to himself: 'Here is a lonely soul come to me for comfort; here is a mind as good as mine, or far better, and certainly fresher. It is not like any other mind in the world. I must find out who this person is, must reverence his personality and attempt not to force my own thoughts and ideas upon him, but to give his capacities a happy chance to express themselves.'"

His first chapter, which I think is not his best, deals among other things with intelligence testing. He deals not kindly with it, too. His ideas are typically those of one who has had and is determined never to have any respect for "this modern system of attempting, in a pedestrian way, to determine intellectual capacity." This ideal is typical, but his style of expression is far above this level.

His is an optimistic philosophy without the Polly Anna method. He says he has never met a student who could not be reached by some appeal to his better nature. He makes a teacher's life seem worthwhile and actually convinces us that his at least has been, whether judged on the basis of personal satisfactions, or by the results on others. Here is his most expressive definition of a teacher: "A teacher is a rising-bell sounding in the retired hallways

ANNOUNCING . . .

A New High School American History Text

"THE RECORD OF AMERICA"

by

JAMES TRUSLOW ADAMS

CHARLES GARRETT VANNES

The importance of this NEW HISTORY with its DISTINGUISHED AUTHORSHIP cannot be over-estimated. It is an accurate and impartial text, up to the minute, dealing with every important event in our history up to April, 1935.

"THE RECORD OF AMERICA" contains a very large number of pictures, maps and cartoons—many in color. It is printed on clear paper with large type, and it is bound in an attractive and enduring cover.

your correspondence is invited

CHARLES SCRIBNER'S SONS

320 East 21st Street—Chicago, Illinois

EUROPE \$289

4 COUNTRIES

Sailing on

NORMANDIE

World's newest and largest Steamer

Write for pamphlet describing this and other attractive European Tours

111 W. Washington

POWERS TOURS

Chicago

1910—our 25th Anniversary—1935

Why Not Fifty-two Pay Checks a Year?

No
Position,
No Pay



Attend
on
Credit

CHILICOTHE BUSINESS COLLEGE

Those of limited means need advance only a third of their board and tuition expense, the college finances the other two-thirds so the student may pay out of earnings. New \$20,000.00 Dining Hall under construction, six other big buildings in beautiful campus. \$40,000 Stadium, \$60,000 Gymnasium-Auditorium, \$30,000 Swimming Pool, over 2000 students each year. For free catalog, address

CHILICOTHE BUSINESS COLLEGE, CHILICOTHE, Mo.

of the spirit. With the dormant soul he must be incessant, provocative, pitiless; but his work is done when the sleeper awakens."

I close the book wishing that all teachers would read it. That's as high a compliment as I can pay any book. It's likewise an expression of high regard for the teachers themselves.

The publisher is Fleming H. Revell Company, New York, and the price \$1.25.

What Counted Most

This is the autobiography of J. W. Crabtree, until recently and for seventeen years the Secretary of the N. E. A.

Those who have known Mr. Crabtree personally, and there are literally thousands who love and admire him, will be neither thrilled nor surprised by this book. It's just like him. Careful, kindly, commonplace; non-controversial, incontrovertible and helpfully suggestive and modest—almost immodestly so.

The portrayal of life on the plains, of Lizzie Moore (one of his first teachers), and his references to the old textbooks reveal the era from which he came, and the spirit which permeates his story reveals, even more than his words, the force by which he moved forward. It was a gentle pressure applied cautiously and gradually ready to be shifted if the strain became too great, but never released. His life has been like that of a tree, vegetative, but growing; quit but constant and vital. What counted most? Well, his book leaves us to guess. Here, too, he is non-committal.

Published by the University Publishing Company. Single copies \$2.00 postpaid.

An Activity Program in Action, by Brusse and Ayer. Published by Banks, Upshaw & Company of Dallas, Texas. Price \$1.50.

Fred C. Ayer of the University of Texas writes the introduction which is a very clear and concisely comprehensive discussion of what is meant by an activity program.

Mrs. Bun Bates Brusse is a teacher in the Dallas schools and the activities she describes are real, not imagined activities. They are recorded with sufficient detail and clarity to be of real use to thousands of teachers who would like to see into the real meaning of this much talked of thing that has recently come so prominently into educational thought.

BOOKS RECEIVED

The New Path to Reading, Book One, Revised Edition, by Anna Dorothea Cordts, illustrated by Maurice Day. Published by Ginn and Company.

Junior Mathematics for Today, Book Three, by William Betz. Published by Ginn and Company. Price \$1.24.

Read a New Story Now, by Hattie Adell Walker. A first reader published by Beekley-Cardy Company. List price 70 cents.

APPLICATION PHOTOS

25 for \$1.00—2¼x3¼

Send original photo, without mount if possible, together with dollar bill. Original returned intact with reprints.

TWIN CITY PHOTO MILL

Box 629, Minneapolis, Minn.

SPECIALISTS' EDUCATIONAL BUREAU

1023 NO. GRAND BLVD., ST. LOUIS, MO.

COLLEGE GRADUATES

Conditions are improving. Get our cooperation. Send for an enrollment blank, NOW.

McCLELLAN TEACHERS' PLACEMENT BUREAU

410 STUDIO BLDG. KANSAS CITY, MO.

Remember to register early with our teachers' placement Bureau for the position you prefer. Write for information.

ALBERT TEACHERS AGENCY

25 E. JACKSON BLVD., CHICAGO, ILL.

49th Year—Large and alert Teachers' Placement Bureau. Placements first three months 1935 increased 3.2 times those of like period in 1934. Encouraging indication. Send for folder today. "Correspondent" Agencies: E. T. Duffield, 535-5th Ave., New York; Alta B. Collier, Inc., 415 Hyde Bldg., Spokane.



110 U. S. Nat. Bank Bldg., Denver, Colo.

Est. 1906

WE PLACE YOU

Rural to College inclusive—Unexcelled Service

Largest in the West

Wm. RUFFER, Ph. D., Mer.

We enroll only normal and college graduates.

FISK TEACHERS AGENCY CHICAGO

ing. mention this magazine. Address 1200 Steger Bldg., 28 E. Jackson Blvd., Chicago, Ill.

OUR SERVICE IS NATIONWIDE
Teacher placement this past year showed a marked improvement. In the elementary school field, there is a great demand for excellent teachers with degrees. Many High Schools are asking for teachers with Master's Degrees. Enroll early. When writ-